

HLTA, required for September 2022

Permanent - 32.5 hours per week, 39 weeks per year (term time)

Grade 6 SCP 18-23 (£25,419 - £28,226 pro-rata)

We are seeking to appoint an enthusiastic, self-motivated and suitably qualified HLTA to join our highly-valued ALN team.

Our school is set in the heart of the beautiful village of Caerleon which is steeped in Roman history and Arthurian legend. Caerleon attracts visitors from all over the world who come and see some of the finest Roman remains in the UK.

Just a short drive from the M4 and the city of Newport, the school enjoys easy accessibility.

The school is popular, highly regarded and has a thriving Sixth Form of over 300 pupils. Our catchment area draws pupils in from a wide geographical area.

Results at Key Stage 4 are consistently one of the highest in the region and rank amongst the strongest in Wales.

Job Purpose: Work alongside the ALNCO and HLTA to manage and support a team of Teaching Assistants (TAs) to develop and support students to achieve their full potential and remove barriers to progress

Duties and Responsibilities

Supporting student development and progress by:

- Working in partnership with the ALNCO to identify any learners with ALN and responding appropriately to their needs through personal support, delegation to TAs or relevant internal and/or external agencies
- Write and manage Individual Development Plans (IDPs) and OPPs as delegated to by the ALNCO
- Working in partnership with the ALNCO, HLTA and staff to track and monitor academic progress of learners with ALN across the school to ensure appropriate support/interventions to ensure progress.
- Ensuring consistency of follow-up for the above amongst the team and working with the ALNCO to ensure consistency across the school
- Co-ordinate support for learners with specific needs such as HI, VI, EAL
- Identify targeted pupils and opportunities for intervention groups to take place, organising the withdrawal from lessons (if necessary) and leading the sessions
- Developing resources to support intervention sessions or class teachers where appropriate
- To create and support effective home/school partnerships
- Work with the ALNCO and the other HLTA in the development and implementation of a tracking and monitoring systems to measure the impact of interventions and identify areas of development
- Support pupils consistently whilst recognising and responding to their individual needs
- Work in partnership with parents, carers and staff to promote the speedy/effective transfer of pupils across the school and the integration of those who have been absent
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement
- Meet regularly with the team to ensure consistency of practice, share good practice and to attend to any needs, concerns and team development matters
- Meet regularly with individual TAs to address any needs or development matters
- Support the management and running of the Wellbeing Hub in coordination with the ALNCo, HLTA and Hub staff

Supporting the school's overall development by:

- Researching best practice from across the country and internationally in relation to developing their practice and developing as a practitioner within the school
- Taking responsibility for own continuing professional development, including attendance at in-service training, to develop job performance and for personal development
- Participate in the restorative approaches and trauma informed work across the school
- Carrying out such other duties as are required and as are commensurate with the grade of the post

If you feel you have the appropriate qualifications and experience for this role, we would like to hear from you.

Further details and application form can be found on this website. Please return completed application form with a letter of application to the school; victoria.corken@caerleoncomprehensive.net

The post is to commence: September 2022

This post is exempt from the Rehabilitation of Offenders Act (1974) and is subject to a successful Disclosure and Barring Service (DBS) check.

Closing date; Monday 6 June 2022, 10am

CAERLEON COMPREHENSIVE SCHOOL
Ysgol Gyfun Caerllion

Cold Bath Road, Caerleon, Newport, S Wales NP18 1NF

Tel: 01633 420106 Email: enquiries@caerleoncomprehensive.net

May 2022

Dear Applicant,

Thank you for your interest in the post of HLTA at Caerleon Comprehensive School.

Caerleon Comprehensive School is a thriving learning community. We currently admit 248 students to each year group and have a flourishing and expertly supported post-16 learning community in excess of 300 learners. The majority of students are from the local area, whilst some choose to travel to our school. Our main aim is to maximise the potential of all in a safe, secure learning environment in which all learners make good progress and experience the highest quality teaching and learning. Our priority is to ensure that we build on our strong foundations and continue to aim to be outstanding in all aspects of school life so that each individual can achieve their full potential in their academic, creative, personal, physical, moral and spiritual development. We are an ambitious school community with high expectations of ourselves as well as our learners.

Staff at Caerleon Comprehensive School are talented, extremely hard working and fully committed to helping our students achieve their aspirations. Both teaching and support staff are valued equally for the contribution they make to the success of the school and much value is placed on teamwork, with leaders at the forefront of promoting and developing effective teams. The school is committed to professional development, keeping learning and pupil progress at the heart of all we do.

I have been Headteacher since September 2015 and have thoroughly enjoyed each and every day at school. I can truly say that Caerleon Comprehensive School is an exceptional place in which to work. I hope that the information we have provided is of assistance and that you are encouraged to seek appointment at this school.

Yours faithfully,



Lana Picton
Headteacher

CAERLEON COMPREHENSIVE SCHOOL

Ysgol Gyfun Caerllion

JOB DESCRIPTION
HIGHER LEVEL TEACHING ASSISTANT
SUPPORTING AND DELIVERING LEARNING

Grade: SCP18-23

Responsible to: Headteacher

Job Purpose: To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve:

- planning, preparing and delivering learning activities for individuals/groups, or short term for whole classes.
- monitoring students
- assessing, recording and reporting on students' achievement, progress and development.

To be responsible for the management and development of a specialist area within the school and management of other teaching assistants, including allocation and monitoring of work, performance management and training.

Key Results Areas

Support for Students

- Assess the needs of students and use detailed knowledge and specialist skills to support students learning.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Develop and implement Individual Education Plans.
- 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.

Support for the Teacher

- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Monitor and evaluate students' responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Supporting the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on student progress/achievement, etc.
- Administer and assess/mark tests and invigilate exams/tests.
- Production of lesson plans, worksheets, plans, etc.

Support for the Curriculum

- Deliver learning activities to students within agreed system of supervision, adjusting activities according to student responses/needs.
- Deliver local and national learning strategies, e.g. literacy, Numeracy, and make effective use of opportunities provided by other learning activities to support the development of students' skills.
- Use ICT effectively to support learning activities and develop students' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural background.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

Support for the School

- Comply and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Be aware of and support differences in students and ensure that they all have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships, and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress for students.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting students.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Deliver out-of-school learning activities within guidelines established by the school.
- Contribute to the identification and execution of appropriate out-of-school learning activities which consolidate and extend work carried out in class.

Line Management Responsibilities

- Manage other teaching assistants.
- Liaise between managers/teaching staff and teaching assistants.
- Hold regular team meetings with managed staff.
- Represent teaching assistants at teaching staff/management/other appropriate meetings.
- Undertake recruitment/induction/performance management/training/mentoring for other teacher assistants.

Qualifications and Experience

- Meet Welsh Assembly Government Professional Standards for Higher Level Teaching Assistants.
- NVQ 3 Teaching Assistants or equivalent qualification in a relevant discipline
- A minimum of three years' experience of working with or caring for children of relevant age in a learning environment.
- Experience of working with children with additional needs.
- Excellent numeracy/literacy skills – equivalent to NVQ level 2 in English and Maths.
- Understanding of principles of child development and learning processes
- Specialist skills/ training in relevant strategies to support learning e.g. literacy or specific areas of hearing, sign language, dyslexia, ICT, Maths and English.

Supervisory Responsibilities: Other Teaching Assistants

Supervision Received: Headteacher/ Deputy Headteacher/ Classroom Teacher/SENCO

Principal Contacts: Headteacher/Deputy Headteacher/SENCO/classroom teachers/other support staff/
students/parents.

Special Conditions

Criminal Records Bureau Disclosures

This post will result in you having contact with children, the elderly, sick or disabled. The Authority therefore requires that by virtue of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, the Children's Act 1989 and/or the Police Act 1997, you reveal any criminal convictions, bind over orders or cautions, including those which would normally be regarded as spent. You must complete the relevant section on the application form – your application will be returned if this section is incomplete. If successful in your application, you will be subject to a Criminal Records Bureau Disclosure. Further information about Criminal Records Bureau Disclosure and the Council's approach to recruiting ex-offenders should follow the application form, if not contact the person named in the advertisement.

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

Person Specification: Higher Level Teaching Assistant

Personal qualities we are looking for:

- A capacity for hard work.
- The ability to inspire leadership and fellowship.
- To truly believe that young people can be successful in spite of their public persona.
- High-level interpersonal skills and the capacity to form positive learning-centred relationships with young people and others.
- Excellent time managers and the ability to meet deadlines.
- The ability to remain calm under pressure or in stressful situations.
- The ability to take time out and think before making an important decision.
- The ability to respond positively to constructive criticism.
- The ability to deliver constructive criticism.
- A commitment to your own personal and professional development

Values we are looking for:

- A commitment to creating a school where students have a sense of belonging
- An acceptance that students are young people who are still developing and as educators, it is our responsibility to give parity to all aspects of a child's development
- A belief that young people need unconditional respect in order to grow.
- A commitment to developing learning habits in young people which are sustainable through life
- A commitment to equality and inclusion
- A commitment to encourage and nurture independence in young people

Essential Experience/Skills/Qualifications:

- A HLTA or equivalent level qualification, or above
- At least Level 2 (GCSE Grade C equivalent) Literacy and Numeracy qualifications
- Working with systems and processes relating to ALN
- Working with secondary age children in class, small groups and 1 to 1 settings
- Re-motivating disengaged learners
- Regular effective communication with parents
- Implementing safeguarding procedures across a school

Desirable experience (preferably at least 4 bullet points):

- Evidence of training in relation to the HLTA qualification
- Experience in student monitoring and tracking strategies and systems
- Action planning and delivery of raising attainment programmes for ALN pupils
- Working with multi agencies to develop new approaches to teaching and learning, maximising learning opportunities and safeguarding young people
- Experience in restorative approaches and/or trauma informed school work
- Leading and managing others
- Having an understanding of the changes in line with the new ALN code.