



The Royal School
Wolverhampton



Candidate information pack



Higher Level Teaching Assistant



Vision and Mission

“The Royal School Wolverhampton” will present a unique offer for the local and the surrounding areas:

“An all- through, 4-19, co-educational, non-denominational day and boarding school, providing outstanding non-selective education for all its pupils, within a strong and supportive community ethos.”



Mr Mark Heywood
Principal

Dear Candidate,

Thank you for your interest in the post here at The Royal School, Wolverhampton (RSW). To help you decide on whether this is the school for you it is important for you to understand where we have come from and where we are going to. Building on its unique heritage, record of academic excellence, outstanding educational environment, and with the full support and endorsement of our Patron, the Earl of Wessex, the Governors are committed to supporting wider access for pupils of all abilities and backgrounds to The Royal's rich and diverse educational offer. The Royal School, Wolverhampton offers a unique proposition to families in Wolverhampton and its surrounding area of an 'all-through', 4-19, co-educational, non-denominational day and boarding school, with the capacity over time to provide for 1454 pupils, through a carefully managed programme of growth.

Established originally as an orphanage in the 1850s which attracted the patronage of Queen Victoria within a few years of its existence, RSW has a long tradition of promoting opportunity and social mobility within its local and wider boarding based community, and a commitment to the critical role of education in transforming aspirations and outcomes for its young people as well as its wider social role in local regeneration and cohesion. Formally designated as a school by George VI in 1944, it continued to support pupils of greatest need and only amended its constitution in 1964 to incorporate fee - paying pupils (alongside an on-going and substantial means tested bursary and foundation programme), in response to the changing economic climate and local demographics. Whilst remaining fully non-selective and dedicated to supporting pupils in need, this change process has enabled RSW to combine its traditional values and academic offer with a global perspective, to the benefit of pupils, and to create a dynamic outward looking, culturally diverse, yet inclusive school community, within which pupils acquire the rich subject knowledge, life skills, understanding and aspiration to succeed locally, nationally and internationally.

At the heart of our vision for the future of "The Royal School, Wolverhampton" (RSW) is our belief and track record of success in educating the 'whole person' alongside our commitment to ensuring that all pupils are able to access the range of academic disciplines and facilitating subjects (with a particular emphasis on STEM), which are critical to keeping access open to Russell group universities. They will also acquire high level literacy, numeracy and oracy skills, with the longer term intention that higher level maths' qualifications across the range of disciplines Post 16, will become regarded as a 'life skill', applicable to all.



Excellence for all: inspiring individuals to achieve their personal best and to compete and contribute as local and global citizens.

Whether pupils join RSW at Reception, Y7, Y9, the Sixth Form or at any other point of entry, they will achieve success through the ethos and opportunities provided by an 'all-through' approach, by our vertical House system (whereby older pupils act as mentors and model success) - aligned with exceptional age-related pastoral care; through the opportunities afforded by our mandatory extended day and Enrichment Programme which lasts until 5.00pm Monday to Thursday; all of which strategies have been evidenced through a range of recent national studies as having maximum impact on the motivation, self-esteem and attainment of those pupils at greatest disadvantage. Our mandatory and balanced co-curricular programme, which includes CCF for all, access to excellence through the Elite Swimming Academy (which also supports the largest UK, community based Learn to Swim programme with over a thousand pupils from the surrounding area enrolled on a weekly basis) sport, performing arts, cultural, aesthetic and intellectual development, will enable all pupils to engage with an aspirational culture, to become confident, resilient, caring and enterprising, and to operate as leaders, mentors and members of a team in its widest sense. The Boarding dimension and opportunities this affords to enrich the community will also support our fundamental ethos of 'wrap around care' through an approach to 'day boarding' which builds on the extended day, offering additional enrichment, including targeted support and intervention and supervised study sessions, as well as opportunities to socially interact with other boarding pupils and to take part in a boarding community evening meal. For those children who attract the Pupil Premium, Children who are looked after (CLA), and any child experiencing a temporary difficulty in home circumstances, this will be a key characteristic of RSW's on-going flexibility, and has been recognised nationally—as a significant factor in supporting those at most disadvantage to succeed.

RSW will build on its predecessor's long history of working constructively with the Local Authority in Wolverhampton, and more widely with Sandwell and Dudley, particularly in supporting CLA through its Boarding provision, and pupils with a Statement of Need/ SEND. RSW will continue to develop its role in broadening local choice and diversity, raising aspirations and outcomes (including stimulating greater access to Russell Group higher education), and addressing the urgent demand for more local pupil places, both at primary and secondary, as well as providing a supportive community for vulnerable pupils, as above, including as recently requested, unaccompanied refugee children who would benefit from the boarding environment.

RSW has a long tradition of fostering outstanding individuals by empowering them to grow, successfully challenge stereotypical assumptions (as evidenced over time in the high levels of attainment of girls in maths and science Post 16) and exceed their expectations within a nurturing and inclusive, culturally diverse community. RSW will build on these values and this success in developing the potential of pupils from all abilities and backgrounds through a holistic programme of academic challenge, personal and leadership development and wider curricular and 'boarding community' life, within a culture of mutual respect and consistently outstanding expectations of attendance and behaviour.

We welcome your application to be part of our community and would love you to visit and see the school in action or call us to talk things through.

Warm regards,



Mark Heywood
Principal



The Royal School ethos

***“Intelligence
plus
character-
that is the
goal of true
education”***

- Martin
Luther King

- Traditional values and behaviour, married with a forward looking, dynamic and global outlook
- Excellence in the arts, on the sporting field, in STEM and across academic breadth
- An outstanding co- curriculum and enrichment programme, provided through our extended day, which nurtures and develops young people across a range of talents, promotes skills for life and underpins academic success
- An inclusive approach to building pupil motivation, aspiration and self-esteem, through our “all-age structure”, vertical House families, and outstanding pastoral and wrap around care, which means that pupils entering RSW at whatever age and stage can be well supported in their learning, and achieve challenging individual targets
- The development of self, personal responsibility and accountability within a vibrant and supportive extended community through our weekly and term time boarding houses, our links with The Royal’s existing alumni and our outstanding programme of engagement with the wider local community
- Staff, children and parents who are committed to learning as the passport to success
- A unique physical location and setting in which to grow and develop, established within the heart of the city

Job Information

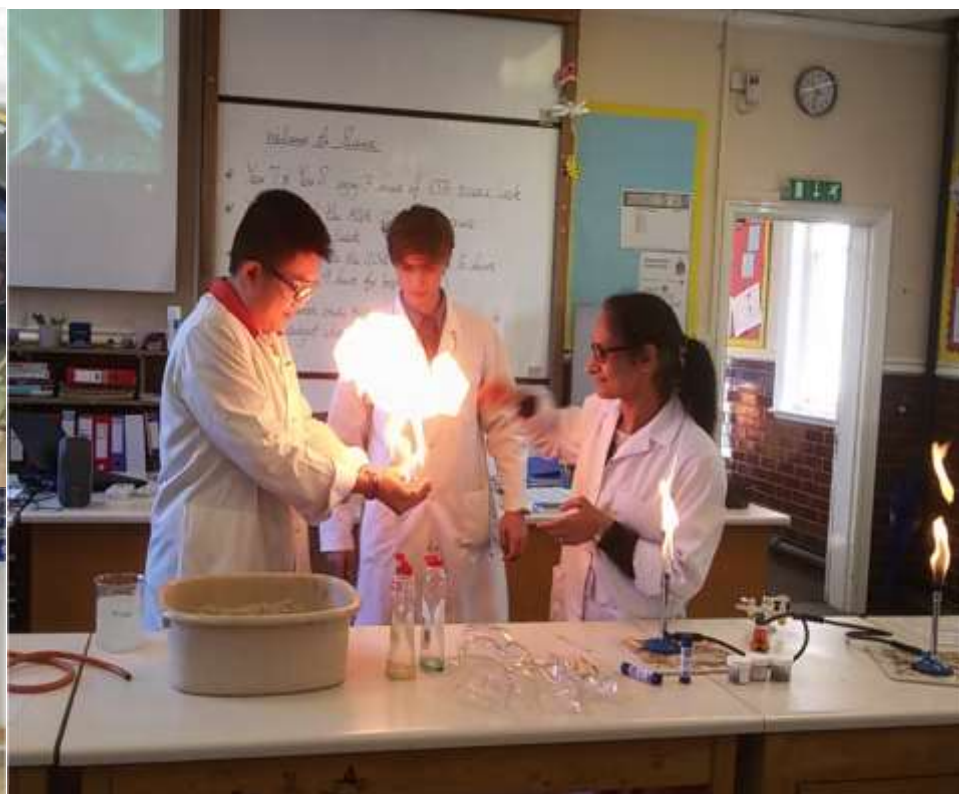
Title: Higher Level Teaching Assistant (HLTA)

Salary: Based on experience and skills

Start date: September 2018

Contract type: Permanent

The Royal School are seeking an experienced and energetic HLTA to take a leading role in the EAL department and enhance the work of the Learning Support Team. A thorough understanding of teaching EAL and the needs of those children who speak English as an additional language is essential. The role will be varied and interesting, working with a wide range of stakeholders to provide high quality support focused on maximising the outcomes for all pupils who speak English as a foreign or as an additional language. The EAL intake of The Royal School is heterogeneous and consists of a range of subgroups of those who speak English as an additional language. As a boarding school we support almost 100 international boarders for whom one important goal is to become fluent in English but also in many cases to prepare to study at a UK university. However we also teach pupils who have newly arrived in the UK some of whom have had very little formal teaching in their home country. In addition to that we also support a high number of local pupils who speak a second language at home and for whom English is an additional language. The person appointed will have an excellent track record of providing support for and teaching EAL pupils, a high level of literacy and numeracy and excellent ICT skills. Experience of supporting pupils who speak English as an additional language and an accredited qualification in EAL is essential. The Royal School Wolverhampton has a clear focus on excellence, with the pupils at the heart of everything we do. It is expected that anyone joining the team will be able to fully support the unique ethos of the school.



Understanding pupils' cultures, interests, needs, and perspectives through an ethos of respect

PURPOSE OF THE JOB

- 1.1 To complement the delivery of the national curriculum and to implement the delivery of personalised curricula for EAL
- 1.2 To contribute to the development of other support staff, pupils, school policies and strategies.
- 1.3 To work collaboratively with teaching and support staff and assist teachers in the planning cycle and the management/preparation of resources.
- 1.4 To prepare small groups for alternative examinations **such as academic language exams needed to go onto university and those that offer a more vocational career**
- 1.5 To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils but in particular those who speak English as an additional language
- 1.6 To utilise advanced levels of knowledge and skills when assisting with planning, teaching and monitoring of pupil progress
- 1.7 To assess and manage groups of EAL pupils
- 1.8 To support and encourage pupils to become independent learners

Main Duties

2.1 Advanced Practitioner – To undertake the duties of a higher learning teaching assistant and in addition to undertake all of the following as agreed with teaching staff and with minimal supervision

2.2 Support for Pupils

- 2.2.1 Use specialist skills to meet intellectual, physical, social and emotional needs of pupils
- 2.2.2 Assess the needs of pupils accurately and contribute to the development of holistic individual learning plans
- 2.2.3 Prepare pupils for individual examinations such as those assessing functional skills in English and Maths
- 2.2.4 Prepare pupils for an independent life in the UK and teach cultural and social aspects of life in the UK

2.3 Support for Teachers

Assist designated teachers with responsibilities for planning and teaching an agreed curriculum, specifically to:

- 2.3.1 Contribute to curriculum and planning of schemes of work
- 2.3.2 Plan individual lessons based on a scheme of work and evaluate these for further development
- 2.3.3 Organise and manage learning sessions with specific groups of pupils
- 2.3.4 Monitor and assess specific groups of pupils in line with the monitoring and assessment arrangements in school
- 2.3.5 Provide information and reports as required on the achievement and progress of pupils
- 2.3.6 Utilise higher level pedagogical skills and knowledge of language acquisition to work with individuals or groups of pupils with most need in terms of learning English
- 2.3.7 Work with parents or carers to enhance pupils' learning and development, including taking the lead role in home visits when required
- 2.3.8 Supervise and support the work of other teaching assistants in the department

2.4 Support for the School

- 2.4.1 Lead for whole school in a designated specialist area of EAL support and share expertise and skills with others
- 2.4.2 Contribute to the identification and planning of out of school learning activities to consolidate and extend work carried out in class.
- 2.4.3 Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
- 2.4.4 To ensure all tasks are carried out with due regard to Health and Safety
- 2.4.5 To adhere to the ethos of the school and to promote the agreed vision and aims of the school

2.4.6 To set an example of personal integrity and professionalism

2.4.7 To attend appropriate staff meetings and parents' evenings

3. Duties and Responsibilities –Management role.

In addition to the duties normally expected of a teaching assistant, this role will encompass the day today management of Teaching Assistants within the school.

3.1. Assist in the development and implementation of policies relating to Teaching Assistants

3.2 Manage the performance of staff as directed

3.3 Contribute to the process for the recruitment of Teaching Assistants

3.4 Undertake the deployment of staff in line with school requirements

3.5 Advise the management team on any issues affecting the Teaching Assistants

3.6 Manage the use of physical resources

3.7 Plan and implement organisational operations

3.8 Support Teaching Assistants and pupils across the whole of the school by delivering in house training sessions as and when required

4. Other

4.1 Any other duties required by the class teacher, SENCO, or SLT, which is within the scope of this post.

4.2 To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.

4.3 To promote the safeguarding of children

4.4 To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.

4.5 To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner

4.6 To undertake other duties appropriate to the post that may reasonably be required from time to time

4.7 To plan own work to ensure defined objectives are met.



How to apply

Your completed application form should be submitted electronically to: je@royal.wolverhampton.sch.uk or by post. Please ensure the application form is saved to include your name at the beginning of the title. In compliance with Safer Recruitment guidelines, CVs cannot be accepted.

If you wish to have an informal discussion about this role or visit the school, please email Jane Edwards at je@theroyal.school

Closing date: Thursday 24 May (Midday)



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www.theroyalschool.co.uk

The Royal School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.