## The Bridge Satellite Provision

**Advert and Job Description |**HLTA

**From January 2019**

**Higher Level Teaching Assistants required for**

**The Bridge Satellite Provision – part of The Bridge London Trust**

**Salary Grade: NJC Scale 6 Salary Pro Rata**

**Salary Range: £27,402 - £29,010 per annum FTE**

**Actual Starting Salary: £23,648.32 per annum pro rata**

**Start time: 08:30am Monday – Friday**

**You will be required to work until 4:30pm on set days in order to undertake training**

*Are you looking for an exciting new challenge?*

*Are you passionate about children’s learning?*

*Are you an innovative, creative practitioner?*

*Do you have drive and ambition to be the best that you can be?*

*Do you relish working in an improving environment where you will be supported all the way?*

*Would you enjoy being part of a change process which will really make a difference to children’s lives?*

*Do you enjoy using an evidence base to inform your teaching?*

*Would you like support to be the best that you can be?*

*Would you like to follow a clear route map through your own professional development?*

*Would you like to be part of a Trust which promotes research, creativity and staff development?*

***Then come and meet us***

The Bridge Satellite Provision is a part of The Bridge London Trust which oversees the work of three Special Schools, a Primary School and a Teaching School. The Bridge School has been recognised as outstanding in its last three inspections. The Bridge ILS recently also received an outstanding report. We know what outstanding looks like and what it takes to get there and stay there.

The Satellite Provision is an innovative new free school which opened in September 2017.  The Provision consists of three bases which are adjacent to mainstream schools.  We provide for pupils with autism who benefit from inclusion opportunities, but need a curriculum tailored to their individual needs.  This is an exciting opportunity to join a team that is developing a new type of provision. We are continually striving to further develop the learning opportunities we provide for our pupils and look forward to welcoming forward thinking, passionate teachers to our team.

We are recruiting for:

* Higher Level Teaching Assistants

To view the job description, person specification and to apply for these posts, please visit the vacancies page on our school website. <http://www.thebridgelondon.co.uk/contact-us/vacancies>

Please return your completed application form together with equal opportunities form to:

recruitment@thebridge.islington.sch.uk

*Please note CVs will* ***not*** *be accepted*.

**Closing date: Monday 12th November 2018 at 12pm**

**Interviews will be week commencing Monday 12th November 2018**

***Applications will be considered on receipt – don’t wait until the deadline!***



**Purpose of the post**

To complement the professional work of teachers by taking responsibility for agreed learning activities, supported by direction from teaching staff and in line with The Bridge School policies and guidance. This may involve planning, preparing and delivering learning activities for individuals/ groups or for whole classes. It will involve supporting assessment, recording and reporting on achievement, behaviour for learning, progress and development. This will also involve the management, support and development of staff.

**Support For Learning**

* Organise and manage appropriate learning environments and resources
* Within an agreed system of supervision plan challenging teaching and learning activities for individuals, groups or the whole class, with the oversight of a teacher
* Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against defined learning intentions
* Record learning using a range of mechanisms
* Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
* Work within The Bridge School’s behaviour policy to anticipate and manage behaviour positively, promoting self-control and independence
* Escort and supervise pupils on planned educational visits and journeys
* To provide for the management and care of pupils personal needs, e.g. toileting, changing, dressing, managing and implementing specific eating and drinking programmes.
* Promote the inclusion and acceptance of all learners within the classroom
* Encourage learners to interact and work co-operatively with others and engage all learners in activities
* Promote independence and employ strategies to recognise and reward achievement and self-reliance
* Provide feedback to learners in relation to progress and achievement
* Support the role of parents in pupils’ learning and contribute to meetings with parents to provide constructive feedback on learner progress/ achievement etc.
* Work collaboratively with professionals from other agencies to support pupil’s learning
* Support or deliver learning activities, within an agreed system of supervision, adjusting activities according to pupil responses/ needs
* Deliver learning activities as required for individuals, groups or the whole class
* Use ICT effectively to support learning activities and develop learners’ competence and independence in its use
* Select and prepare resources necessary to lead learning activities, taking account of pupils’ interests and language and cultural backgrounds

**Support For Other Staff**

* Provide differentiated coaching and/or mentoring to assigned members of staff
* Support the induction of Teaching Assistants
* Contribute to appraisal and training for other Teaching Assistants and act as co-ordinator/link person for other staff.
* Support and guide other teaching assistants’ work in the classroom when required and lead aspects of training for other teaching assistants.



**School Level Responsibilities**

* Supervise pupils during break times (including before and after the pupils’ normal school day) and to plan and organise play and club activities as appropriate.
* Take part in Performance Management in order to identify and agree development and training needs.
* Within your contracted hours, and as identified in Performance Management Processes, undertake specific training such as may be required to enable you to provide the school with effective support. This may include accredited training. Training may be provided in or out of school.
* Within contracted hours, attend staff meetings as required.
* Respect the confidentiality of pupil information and respond sensitively to pupils' needs
* Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, quality assurance, confidentiality and data protection, reporting 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 organisation
* Establish constructive relationships and communicate with other agencies/ professionals, in liaison with the teacher, to support achievement and progress of pupils
* Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
* To take reasonable care for own health and safety and any other person(s) who may be affected by acts or omissions at work, in accordance with Health & Safety legislation.
* To promote the protection and safeguarding of learners through the active implementation of relevant school policies and procedures with particular reference to: child protection policy, touch policy, positive behaviour policy, positive handling policy and the staff code of conduct, and to raise any concerns relating to such procedures which may be noted during the course of duty.
* You will be required to have a valid Enhanced DBS disclosure that will be re-checked every 3 years as per the Local Authority Policy.
* Under take any other reasonable duties from time to time as may be directed by the Headteacher or his/her nominee.

**The Bridge Satellite Provision**

**Person Specification | HLTA**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Teaching Assistant Scale 3 | Teaching Assistant Scale 4 | Higher Level Teaching Assistant Scale 6In addition to SNP: | Outreach/ Behaviour Teaching Assistant SO1In addition to TA  |
| **Experience** | Experience of working with children of relevant age in a learning environmentExperience of working with children with special educational needs | Significant experience of working with children of relevant age in a learning environmentSignificant experience of working with children with special educational needs | Experience working with children of relevant age in an SEN learning environment Experience of supporting other staffSuccessful experience in the use of coaching strategies with colleagues in order to improve learning outcomesExperience of working with families in school/ home settings | Significant experience working with children with autism/ behavior difficultiesExperience of supporting other staffExperience of working with families in school/ home settings |
| **Qualifications/Training** | Evidence of qualifications at or equivalent to L2 English and Maths | Evidence of qualifications at or equivalent to L2 English and MathsAttended relevant courses | Evidence of qualifications at or equivalent to L2 English and MathsEducated to level 3 with relevant qualificationsEvidence of CPD/ accreditation in SEN | Educated to level 3 with relevant qualificationsEvidence of CPD/ accreditation in SEN |
| **Knowledge/ Skills** | Can use ICT effectively to support learningProven ability to communicate effectively both verbally and in writing.Good organisational skills including the ability to set and manage prioritiesConstantly improve own practice/knowledge through self-evaluation and learning from othersAbility to relate well to children and adultsWork constructively as part of a team, understanding classroom roles and responsibilities and your own position within theseDemonstrate a commitment to the protection and safeguarding of children and young people. | Can use ICT effectively to support learningProven ability to communicate effectively both verbally and in writing.Full working knowledge of relevant polices/codes of practice/legislationWorking knowledge and experience of implementing a curriculumGood understanding of child development and learning processesGood organisational skills including the ability to set and manage prioritiesAbility to support colleaguesConstantly improve own practice/knowledge through self-evaluation and learning from othersAbility to relate well to children and adultsWork constructively as part of a team, understanding classroom roles and responsibilities and your own position within theseDemonstrate a commitment to the protection and safeguarding of children and young people. | Planning and delivery of whole organisation CPD activitiesAbility to lead meetings and deliver written reports in an organisational structureProven ability to work independently without direct supervision | Evidence of successfully initiating and delivering initiatives and projects in a school settingExperience of delivering training to groups of adultsExpert knowledge of autism/behaviorTeam Teach trainer |
| **Equal Opportunities** |  | Commitment to implementing the school’s Equal Opportunities Policy |
| **Continuing Professional Development** |  | Willingness to undertake additional training/ staff development as appropriate | Ability to reflect on your own professional practice  | Ability to reflect on your own professional practice |