



**Appointment of**  
**SENIOR HIGHER LEVEL TEACHING ASSISTANT**

**For an immediate start**

**NJC Grade 8 - SCP 29 to 34**  
**£22,293-26,485 (actual salary range)**

**37 hours per week**  
**39 weeks, Monday to Friday (term time plus 5 days)**

**Closing Date for Applications:**  
**No later than noon on Wednesday 28 February**

## **APPOINTMENT OF SENIOR HIGHER LEVEL TEACHING ASSISTANT**

### **INFORMATION ABOUT THE POST**

We require a highly motivated person with exceptional administrative, organisational and communication skills, to work under the direction of the SENCO, to lead and manage the Learning Support Department Teaching Assistant (TA) Team.

The successful candidate will be required to work with individual pupils with physical, emotional or behaviour difficulty, providing direct support to ensure their inclusion both in the classroom and in the wider context of the school. They will provide assistance in the teaching and learning of students to enable access to learning and to maximise achievement. They will have had experience of having worked with pupils with a range of learning difficulties and/or physical disabilities.

Applicants must possess excellent, clear and influential communications skills and have high levels of competency in Mathematics, English and ICT.

All members of the Learning Support team are required to attend to, or to assist as necessary, with the personal and physical needs of pupils with physical disabilities and this may involve assistance with toileting and personal hygiene.

A job description and person specification are included within this pack.

The post is 37 hours per week during term time (38 weeks) plus the hourly equivalent of one additional week (39 weeks). Applicants must be able to demonstrate their ability to be flexible in respect of their working pattern in order to meet the requirements of the school and our students. On occasions, for example, the senior HLTA may be required to deliver interventions outside the usual school day, attend twilight training sessions or evening meetings. All work routines will be in consultation with the SENCO and with sufficient notice.

The individual appointed to this post must subscribe to the ethos of the Fallibroome community of schools and have an understanding of what we are trying to achieve. As well as the technical and practical skills required to carry out the work outlined in the job description, flexibility, the ability to work well under pressure and under one's own initiative with a commitment to high standards in personal work are essential for these positions. Applicants must also be a good team worker, able to relate to a wide variety of people in a complex organisation, and be able to respond promptly to teachers working under pressure of time. They must also be able to demonstrate a good record of attendance and punctuality in previous employment and be of smart personal appearance.

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### **THE LEARNING SUPPORT DEPARTMENT**

The Learning Support Department at The Fallibroome Academy is led by the SENCO who is supported by an Assistant DTL and a senior Higher Level Teaching Assistant (HLTA). In addition, there are two other HLTAs who have specific responsibilities within the department and twenty-two Teaching Assistants (TAs) one of whom has responsibility for delivering Access Arrangements.

The specific responsibilities of our HLTAs include extraction intervention in literacy/numeracy and running a curriculum intervention course for small groups at Key Stage 4. The Senior TA is responsible for the day to day management and deployment of the teaching assistant team in consultation with the SENCO.

There are over 400 named students on the Inclusion Register of whom 21 have full statements of Special Educational Needs. Many students are placed on the register simply for information and monitoring purposes. A smaller number receive defined interventions. There are two children who use wheelchairs.

Fallibroome is committed to maximum inclusion for all, but some extraction takes place to ensure that all students are equipped to cope with the curriculum and other aspects of school life. In Year 7, individuals and groups of students are withdrawn from some lessons to work on reading, spelling and social skills. Most make impressive progress and return to join their classes full-time by the end of the year. In Years 8 and 9, a number of students with specific learning or behavioural difficulties, are extracted from lessons in modern foreign language lessons to work on programmes devised to address their individual needs. Peer Tutors (Year 12 students) give additional support to some Year 7 students. In Years 10 and 11, a small group of students study one less GCSE than their peers, to enable them to receive support from the department and follow the Study Plus programme. A high level of in-class support is provided across the year groups and within the mainstream curriculum.

The Learning Support team has an open door policy and it is not uncommon to find students receiving help with homework, classwork and extra-curricular activities at lunchtime or after school. The students are supported to ensure their successful passage through the school. Links with outside agencies are well developed and there is a regular transfer of relevant information.

The department is well resourced and has excellent facilities, including a specialist designated medical suite with physiotherapy and study rooms, an extensive tracker hoist system and adapted toilet facilities. Students make good use of ICT and have access to PCs, laptops, 'Alphasmarts' and I-Pads. Audio and visual resources are wide-ranging and plentiful and the department is also well equipped with a full range of reading and support materials.

Please visit our 'SEN Offer' on the school website under the 'About Us' tab.

## **SENIOR HIGHER LEVEL TEACHING ASSISTANT**

### **JOB DESCRIPTION**

THE JOB TITLE:	Senior Higher Level Teaching Assistant	JOB REF:	TFA (HLTA 01)
RESPONSIBLE TO:	SENCO Manager	GRADE:	8 (SCP 29 -34)

### **BASIC JOB PURPOSE**

- Under the direction of the SENCO, to lead and manage the Learning Support Department Teaching Assistant (TA) Team;
- To provide assistance in the teaching and learning of students to enable access to learning and maximise achievement;
- To provide support in classroom management and in the supervision of students, while maintaining a purposeful, orderly and supportive environment;
- To carry out support programmes within a designated curriculum area and Learning Support;
- To contribute to the overall ethos, work and aims of the school.

### **MAIN RESPONSIBILITIES**

1	To effectively deploy members of the TA Team to ensure pupil support both in and out of the classroom for students with special educational needs, liaising with individual teachers, trip leaders and senior managers as required.
2	In the summer term, to produce the TA Timetable (including lunchtime duties) for the following academic year. This may require working some paid overtime during the summer holidays to finalise the task.
3	Under the direction of the SENCO, to liaise with specific external agencies to organise meetings and other appointments as necessary.
4	To co-ordinate the provision of specialised support for all pupils with specific physical disability; researching and sourcing training and/or advice from health care professionals and other external agencies as required.
5	In consultation with the school's Health and Safety Officer, to carry out risk assessments for the Learning Support Department. This will include assessments for both students and staff.
6	To ensure that cover is arranged for absent members of the TA Team and to monitor absence within the TA Team and to submit weekly returns to the Cover Supervisor.
7	To record and monitor INSET/training of all Teaching Assistants and to report to the Business Manager any additional salary payments/deductions due to/from individuals.
8	To organise induction training for all new members to the Learning Support Department and to present training on Learning Support issues as required.
9	To deal with day to day issues which arise from the work of the TA team, including low level HR issues, referring to the SENCO as necessary.
10	To be responsible for the publication of the TA Bulletin and the TA meeting minutes, liaising with the SENCO as to their content and to ensure that relevant information is communicated within the department and to the wider school.
11	To support the teaching and learning (T&L) in key stages 3, 4 & 5.
12	To establish and maintain good relationships with all students, parents/carers, colleagues and other professionals.
13	To work with subject and class teachers and to contribute to the planning of lessons/work programmes and to monitor the progress of students.

14	To prepare and produce differentiated classroom materials to support teaching programmes as directed by the Director of Teaching & Learning (DTL) or subject teacher.
15	To work on planned and structured interventions, 1:1 or in small groups with identified pupils under the direction of the class teacher, SENCO or subject DTL to ensure access to learning activities and to encourage students to become independent learners within their own ability.
16	To assume leadership of the whole class, as directed by the class teacher or deliver parts of the lesson while the class teacher meets the specific needs of individual or groups of students within the class.
17	To supervise the whole class during a planned, single day absence of the member of staff with whom the TA would routinely work.
18	To supervise whole classes during the planned absence of members of the Learning Support (LS) Department staff.
19	To keep records for any pupils involved in non-subject based interventions and maintain awareness of targets and current attainment of pupils.
20	To contribute to and to attend meetings as required including departmental and those involving external agencies and those involving parents.
21	To supervise and support pupils to ensure their safety and access to learning.
22	To contribute to and to attend meetings as required including departmental and those involving external agencies and those involving parents.
23	To take the lead at meetings in the absence of the SENCO.
24	To work to establish supportive relationships with parents/carers in order to facilitate effective links between home and school.
25	To use ICT effectively to support learning activities and to create resources to assist the development of students' competence and independence in its use.
26	To accompany when necessary departmental trips.
27	To assist with the development of school focussed plans, including Educational Health Care Plans and ensure their implementation.
28	To assist with the implementation of access arrangements for individual students liaising with the appropriate TA as necessary.
29	To attend to and to implement the personal and physical needs of students including health and hygiene matters and to assist with lifting, manual handling and transfer of physically disabled pupils as required.
30	To deliver training as required.
31	To take part in performance management and be responsible for the performance management of others.
32	To take responsibility of one's own training needs; attending INSET training and to attend relevant external courses as necessary.
33	To undertake lunchtime supervisory duties as required.
34	To cover for absent Learning Support colleagues as directed.
35	To actively safeguard and promote the welfare of children at all times.
36	To ensure that all activities undertaken are done so safely and to report any unsafe practices or conditions identified as soon as possible to a line manager.

Notwithstanding the detail in this job description the job holder will be required to undertake such work as may be determined by the Principal/Governing Body from time to time, up to or at a level consistent with the main responsibilities of the job.

**SENIOR HIGHER LEVEL TEACHING ASSISTANT**  
**PERSON SPECIFICATION**

<b>QUALIFICATIONS</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
Educated to at least GCE 'A' level in English	√	
Educated to at least GCSE Grade B or above in Maths	√	
HLTA Status	√	
NVQ in supporting Teaching and Learning or a teaching qualification/degree	√	
<b>EXPERIENCE</b>		
Experience of planning and delivering interventions to secondary school students in small groups or one to one	√	
Experience of working with children/young people with a physical disability		√
Experience of working as part of a multi-disciplinary team	√	
Experience of planning and leading training sessions	√	
<b>KNOWLEDGE AND SKILLS</b>		
Ability to build and form good relations with colleagues, other professionals and students/parents/carers	√	
Outstanding communication skills, both verbal and written	√	
Ability to work independently and use initiative but also able to work constructively as part of a team	√	
Excellent literacy and numeracy skills	√	
Very effective ICT skills	√	
Excellent understanding of learning principles	√	
Effective networking skills	√	
Ability and a commitment to work flexibly and to respond to unplanned situations	√	
Ability to deliver presentations and/or training	√	
A good grasp of methods of differentiation and the ability to create appropriate resources to support particular subjects	√	
<b>PERSONAL QUALITIES</b>		
Strong classroom presence	√	
Ability to deal confidentially, impartially and appropriately with situations	√	
Patience, tolerance and sensitivity	√	
Good interpersonal skills and the ability to establish rapport with professional colleagues, students and parents	√	
Efficient and meticulous in organisation	√	
A strong desire to develop skills and knowledge through CPD	√	
Evidence of exemplary attendance and punctuality	√	
Ability to work additional hours as required		√
Commitment to the highest standards of child protection	√	
Recognition of the importance of personal responsibility for Health and Safety	√	
Commitment to the school's ethos, aims and its whole community	√	

## **SENIOR HIGHER LEVEL TEACHING ASSISTANT**

### **APPLICATION PROCEDURE**

If you wish to be considered for this vacancy you should complete an application form together with a statement of suitability explaining how your experience and achievements, make you a strong candidate for the role.

Please note that only applications on the school's application form will be considered. Candidates who only submit a CV only will not be short-listed.

Completed applications should be returned to:

Miss A N Childs  
PA to Headteacher/Vice Principal  
The Fallibroome Academy  
Priory Lane  
Macclesfield  
Cheshire  
SK10 4AF

[jobs@fallibroome.org.uk](mailto:jobs@fallibroome.org.uk)

Tel: 01625 827898

The closing date for applications is **Wednesday 14 February at noon.**

If you have not heard from the school within three weeks of the closing date, please assume that your application has been unsuccessful on this occasion, in which case the Governors would like to thank you for your time and your interest in the school.

*The Fallibroome Academy is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure & Barring Services.*