

BRENTSIDE HIGH SCHOOL

LEARNING AND ACHIEVING TOGETHER



**Higher Level Teaching Assistant
Recruitment Pack**



Message from the Headteacher

Dear Prospective Candidate,

I am delighted that you have shown an interest in the post of Higher Level Teaching Assistant at Brentside High School and I hope that the information in this pack will encourage you to apply for the position. We seek to appoint a capable Higher Level Teaching Assistant who will contribute strongly to the provision for our young people; this is an exciting and rewarding opportunity for the successful applicant.

Our school's journey has been one of improvement over time, supported by stable leadership. It is my privilege to lead the school as Headteacher, working with a staff team who are totally committed to making a real difference to the life chances of our students. Our school has changed from one housed in poor quality buildings, with significantly below average achievement, to the strong school we see today, with achievement over time significantly above that of students nationally at both Key Stages Four and Five and now housed in our impressive main school building with an additional, same-site building added in recent years to meet the demand for places. Whilst student results remain above national average, our challenge is to build back post-Covid to be significantly above again. Our students and staff deserve the best and I look forward to working in partnership with the successful candidate alongside the rest of our team to support the next stages in our school's development.

I believe that our school is unique and that our diversity of experience, belief and culture enriches our classrooms, which are vibrant and responsive. We know that as a school we change lives, and our staff body is committed to taking every opportunity to do so. We work hard to remove students' barriers to learning and benefit from a wide range of partnerships beyond the school. Our support for students goes beyond the academic but is also reflected in our students' successes. For 10 of the last 12 years, our students' achievement at Year 11 has been significantly above that of students nationally and remains above national average, though we are building back after Covid. In addition, for very many years, all of our Year 11 students have completed Key Stage Four with a suite of qualifications, reflecting our inclusive ethos and practice. Our A Level results are usually within the top 10% nationally, though we are particularly proud of two years which saw results in the top 2% according to DfE data. We are a high achieving school, and we work hard to ensure this.

We believe that our students have the right to a rich, broad and balanced curriculum. 75%-95% of our students study an EBacc curriculum at Key Stage Four. Most students also select an art (visual or performance) at GCSE. This reflects the high value we place on the arts and on other high-quality qualifications such as humanities and modern foreign languages. We also prioritise Religious Studies and Citizenship, supporting our diverse community to understand its rights and responsibilities and to contribute positively to our immediate and wider society. The successful candidate will have access to SIMs specific training and can be assured of significant support from the team and the wider staff body. We have a stable, experienced and skilled staff team.

The successful candidate can be assured of significant support from the Learning Support Team and the wider staff body. We have a stable, experienced and skilled staff team. The post holder will also benefit from belonging to established networks. This post is highly valued.

If you would like to speak with a member of our staff team or to visit the school prior to application, please contact Tara Roach, on t.roach@brentsidehigh.ealing.sch.uk. Completed applications should be received by 12 Noon on Thursday, 19 June 2025.

Yours faithfully

Charlotte Hames
Headteacher



Our school

OUR MISSION

Brentside High School challenges all to achieve excellence as lifelong learners with the highest expectations of themselves and others. No exceptions, no excuses.

“Brentside High School lives up to its vision of high expectations for all with ‘no exceptions no excuses.’ Equality of opportunity sits at the heart of that ambition and is demonstrated through progress made by all groups of students.”
(Ofsted February 2020)

The school and its community

Brentside High School is a large 11-19 mixed comprehensive school serving a culturally and socially diverse community in Ealing. The school is popular and oversubscribed and successfully serves the needs of our local community. Our students are complimentary about the school and also very proud to be part of our learning community. There are currently just over 1600 students and 160 staff.

Our student population is very diverse and representative of the local community. There is no majority ethnic group in the school but White British, Black Caribbean, Asian and White European are all well represented. The diversity of our students is a real strength of the school. The student population is fully comprehensive and nearly 40% of students qualify for pupil premium funding.

Brentside is currently rated by Ofsted as a ‘Good’ school. We engage in a range of partnerships including supporting other schools. Being outward looking is important to us, as we firmly believe that by

working in collaboration with other schools and institutions, the experience that we offer to our students is greatly enhanced.

On entry into Year 7 the ability profile of most cohorts is in line with national norms. However, the progress made by our students at both Key Stage 4 and Key Stage 5 is significantly above average. This occurs because of the positive ‘attitude to learning’ displayed by our students and our staff.

LEARNING AND ACHIEVING TOGETHER

Our school motto ‘Learning and Achieving Together’ underpins everything we do in school from ensuring that all our students are encouraged to achieve their full potential, in and out of the classroom, to the continuing professional development of our highly qualified staff.

Our students are very proud of their school and really are happy, positive and friendly young people that we are proud to serve. We instil into them the realisation that the route to a happy, fulfilling and successful life is through high quality education.



Curriculum

All learners have access to a broad and balanced curriculum, rich in depth and supportive of individual students' needs and aspirations. We believe in social equality and see a breadth of knowledge and skills as key to enabling our students to be confident, informed and capable.

We are ambitious for our students and believe that all should have access to high quality qualifications and to creativity; we pride ourselves on the breadth of our arts provision and also on our EBacc curriculum, enabling all students to study a broad, quality curriculum throughout Key Stage 3 and Key Stage 4, before specialising at Key Stage 5.

Between 75% and 95% of our students study the full EBacc curriculum, with between 5% and 25% of our students studying additional literacy and numeracy or specific subject development lessons.

Sixth form

The school has an active and vibrant Sixth Form offering a wide range of courses to students between the ages of 16 and 19.

The majority of students work towards level 3 (Advanced level) qualifications which will allow them to progress to university. These are A level, CTEC or BTEC certificates and diplomas. In addition, level 3 students study citizenship, PSHE and PE as part of their enrichment curriculum and can study for the extended project qualification (EPQ) as an additional AS qualification.



Safeguarding Statement

Principle

Brentside High School recognises that the welfare of the child is paramount and takes seriously its responsibility to safeguard and promote the welfare of the students in its care. The school believes that all children and young people have the right to grow up in a safe and caring environment, which includes the right to protection from all types of abuse.

The students in our care have the right to expect adults in positions of responsibility to do everything possible to foster these rights. They have the right to be safeguarded from harm or exploitation whatever their:

- race, religion, first language or ethnicity
- gender or sexuality
- age
- health or disability
- political or immigration status

Governors and staff in this school understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children's welfare.

Purpose

The purpose of the policies which are linked to this statement is to:

- afford protection for the students at Brentside
- enable staff and volunteers to safeguard and promote the welfare of children
- promote a culture which makes this school a safer place to learn

Scope

All policies apply to the Headteacher, all staff (including supply and peripatetic staff), volunteers, governors or anyone working on behalf of Brentside High School

We will endeavour to safeguard children and young people by:

- valuing them, listening to and respecting them
- involving them in decisions which affect them
- making sure all staff and volunteers are aware of and committed to the safeguarding policy and child protection procedures
- sharing information about concerns with agencies who need to know, and involving children and their parents/carers appropriately
- recruiting staff and volunteers safely, ensuring all necessary checks are made
- adopting a code of conduct for all staff and volunteers
- providing effective management through induction, support and training
- ensuring staff and volunteers understand about 'whistle blowing'
- dealing appropriately with allegations/concerns about staff or volunteers, in accordance with Government guidance



BRENTSIDE HIGH SCHOOL

LEARNING AND ACHIEVING TOGETHER

Higher Level Teaching Assistant

Salary Scale Pt 15 – 19 (£33,072 – £35,070 pro rata)

Term Time Only (39 weeks pa, 36.5 hours pw)

Actual Salary £29,793 - £31,593

Brentside is a vibrant, multi-cultural school with an excellent Learning Support Department.

We are looking for enthusiastic applicants (preferably with a degree) for a variety of roles within our committed and friendly department. We value the professional development of our staff.

Successful candidates will:

- be positive, flexible and patient
- help every student to achieve their potential, including students with Learning Difficulties and those with English as an Additional Language
- be able to build and maintain good relationships with teachers, students and parents
- be committed to promoting equal opportunities and ensuring the safety of all students
- have a good command of the English language and an understanding of grammar
- have a willingness to learn

The school is committed to safeguarding children and the successful candidate will be required to apply for an enhanced disclosure from the DBS. Further information regarding this can be found at <https://www.gov.uk/government/organisations/disclosure-and-barring-service>

In addition, as part of the shortlisting process, we may conduct an online search as part of due diligence checks in the recruitment process.

To apply for this position, please download our application form from our website www.brentsidehigh.ealing.sch.uk or send an email to t.roach@brentsidehigh.ealing.sch.uk

Closing date: Thursday, 19 June 2025 (12 noon)

Early applications are encouraged and will be considered on receipt.



BRENTSIDE HIGH SCHOOL

LEARNING AND ACHIEVING TOGETHER

Job Description: Higher Level Teaching Assistant

(This is in addition to the responsibilities in the LSA job description)

Job Purpose

To provide guidance and support to colleagues and to contribute to the organisation of the department; supporting the department to offer a broader and more specialised offer; ensuring all members of staff can be supported in their development.

Responsible to: SENCo

Salary

Grade 5 Points 15 - 19

Hours: 36.5 hours per week term time plus 5 inset days, (this is four hours longer per week than the 'standard' LSA T and Cs.)

Teaching and learning

- To organise the testing of students with a view to placement in LS provision
- To plan, deliver and assess schemes of work for Learning Support delivered provision. These would include ELSA delivered courses around Social Skills / EBDA, and courses offering alternative awards/ qualifications, like Arts Awards, Foundation Skills.
- To oversee the group interventions for the above and in groups, both during and after school, supporting GCSE subjects.
- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities.
- Plan mentoring and intervention sessions to support students in being able to access learning in school.
- Use effective strategies to promote positive behaviour.
- Recognise and respond appropriately to situations that challenge equality of opportunity.
- Use their ICT skills to advance learning.
- Advance learning when working with individuals.
- Advance learning when working with small groups.
- Organise and manage learning activities in ways which keep learners safe.
- Direct the work, where relevant, of other adults in supporting learning.

Planning and Expectations

- Use their area(s) of expertise to contribute to the planning and preparation of learning activities.
- Use their area(s) of expertise to plan their role in learning activities.
- Devise clearly structured activities that interest and motivate learners and advance their learning.
- Plan how they will support the inclusion of the children and young people in the learning activities.
- Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities.

Monitoring and Assessment

- Monitor learners' responses to activities and modify the approach accordingly.
- Monitor learners' progress in order to provide focused support and feedback.
- Support the evaluation of learners' progress using a range of assessment techniques.
- Contribute to maintaining and analysing records of learners' progress.

Teaching and Learning Activities

- Use effective strategies to promote positive behaviour.
- Recognise and respond appropriately to situations that challenge equality of opportunity.
- Use their ICT skills to advance learning.
- Advance learning when working with individuals.
- Advance learning when working with small groups.
- Organise and manage learning activities in ways which keep learners safe.
- Direct the work, where relevant, of other adults in supporting learning.

Working with staff, parents/carers, and relevant professionals

- Support and act as a mentor to new support staff within the Learning Support department.

Professional Knowledge and Understanding

- Understand the key factors that affect children and young people's learning and progress.
- Know how to contribute to effective personalised provision by taking practical account of diversity.
- Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people.
- Have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy.
- Know how to use ICT to support their professional activities.
- Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support.
- Understand the objectives, content and intended outcomes for the learning activities in which they are involved.
- Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation.
- Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice.

Professional development

- Demonstrate the agreed national professional standards through HLTA assessment route or have demonstrated the relevant skills.

Other

- To maintain personal and professional development to meet the changing demands of the post, participating in appropriate training activities.
- Other duties as may be determined from time to time within the general scope of the post. Duties and responsibilities outside of the post will only be required with the agreement of the post holder.



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LEARNING SUPPORT ASSISTANT

(HLTAs will carry out the activities in the LSA Job Description as well as those listed in the HLTA Job Description)

JOB DESCRIPTION

1. Attend school/department meetings at the direction of the SENCO class/subject teacher for the purpose of reporting on and receiving information.
2. Participate in the preparation and presentation of formal and informal reviews and to contribute verbally to discussions.
3. Attend meetings concerning individual students, at the direction of the SENCO, class/subject teacher.
4. Under the direction of the SENCO, class/subject teacher to exchange and review information on the day to day management of the student(s).
5. Be aware of the students' individual needs and the targets and strategies on students' individual education plans. Keep written records on the day to day progress of students as directed.
6. Under the direction of the SENCO, class/subject teacher, to liaise with parents/carers and agencies involved in supporting the pupil(s) eg. Educational Psychologist, Education Social Worker, Speech Therapist, Occupational Therapist.
7. Facilitate and contribute to the students' learning and to help students access the curriculum:
 - Clarify and explain classroom instructions
 - Assist in areas such as language, behaviour, reading, spelling, handwriting, presentation, mathematics
 - Help students to concentrate on and finish work set
 - Meeting physical needs as required whilst encouraging independence
 - Ensure students are able to use equipment and materials provided
8. Support speech therapy and occupational therapy programmes under the guidance of professional staff.
9. To participate in the allocation of times to various duties (within the total hours) to enhance students' opportunities for development throughout the day (eg. in the playground, on visits and outings).
10. To ensure that specialist equipment allocated to students is used appropriately and keep in working order. Examples include hearing/visual aids, magnifiers, binoculars, laptop computers.
11. Adapt teaching materials to individual students' needs.
12. Contribute to the wider learning such as homework and extra-curricular clubs within the allocated hours.

13. Work one to one or with small groups to address students' SEN (eg Spelling Groups, Catch Up Literacy Programme, Wave 3 Maths Programme).
14. Staff the Inclusion Room for students who have seriously breached the Code of Conduct (such days are set by the Headteacher).
15. Work with students who have been excluded from school (usually in their homes).
16. Be aware of school procedures and relevant school policies.
17. Carry out any other task of a similar nature as directed by the Headteacher/SENCO.

PERSON SPECIFICATION

1. Ability to work in collaboration with others, as a member of a team both within the classroom and as part of the whole school team.
2. To communicate effectively both verbally and in writing with colleagues, parents/carers and other agencies in order to carry out the tasks as directed by the teacher.
3. Willingness to contribute to an educational environment which ensures equal opportunities for all students both within the classroom and whole school.
4. Willingness to learn how to set up and use resources and equipment eg. low vision and hearing aids, audio visual equipment and information technology.
5. To be numerate and literate in order to carry out the written and numeric aspects of the posts both with regard to the curriculum and other tasks as directed by the teacher.
6. The numeric aspects of the post include working with numbers, mathematics, games, counting and helping students comprehend figures and written numbers.
7. To be aware of the need for confidentiality concerning issues linked to home/students/teacher and school and to keep confidences appropriately.
8. Experience of working with young people in a voluntary or work capacity.
9. Education to at least degree level.
10. Four years of working experience.



Contact details

Brentside High School

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Hanwell, London W7 1JJ

Telephone

020 8575 9162

E-mail

info@brentsidehigh.ealing.sch.uk

Website

www.brentsidehigh.ealing.sch.uk

How to find us

Public transport

The school is served by various bus routes as follows:

E1, E3 and E11 buses stop close to the entrance on Greenford Avenue

E2, E9, E7, E10, buses stop on Ruislip Road East. The main entrance to the school is close by.

Tube stations

Ealing Broadway (Central and District Line). Take E1, E2 (destination Greenford Broadway) E9 (destination Barnhill Estate) or E10 (destination Northolt) from Haven Green (directly opposite the station). Alight at Brentside High School on Ruislip Road East.

Greenford (Central Line). Take the E6 bus from the stop opposite the station and alight at Greenford Road, near Greenford Broadway. Buses travelling from Greenford Broadway in the direction of Ealing stop outside the school. (E1, E3, E2, E9, E7, E10). Mini cab service available at Greenford Tube station.

Main line

Hanwell railway station (GWR mainline) is a short bus ride away (E3)

Parking

60 parking spaces available on site for staff.

Please contact Tara Roach if you require on-site parking for the day of the interview.

