

September 2024

Dear Applicant,

I would like to introduce you to Southport Learning Trust which has grown to seven schools since its inception in 2017. Our vision is to empower our communities to positively impact the world and we have an excellent reputation within the communities we serve with all schools judged as Good by Ofsted and oversubscribed.

To support this vision, we seek to appoint an exceptional Higher Level Teaching Assistant for Trust internal additional support to maximise the value we deliver to Trust schools and continue to grow.

If you would like to discuss the role or arrange a visit to our Trust Office and meet the team, please do not hesitate to email me at iraikes@southportlearningtrust.org to arrange an appointment. An application form can be found on the Trust website at southportlearningtrust.org. Please return your application by email to recruitment@southportlearningtrust.org.

Shortlisting for interview will be based solely on the information you provide on the application form. Please include evidence of how you meet the criteria set out in the person specification, providing examples where possible. We have a strong safeguarding culture and all applications are processed accordingly. Please note that any appointments are made subject to enhanced DBS clearance, identity checks, continuous employment/employment gaps checks, online checks and satisfactory written references which we will apply for prior to the interview.

Southport Learning Trust is committed to the wellbeing of all staff through continued professional development and a comprehensive Employee Wellbeing Assistance Programme and employee benefits.

Yours faithfully,



Ian Raikes
CEO





Higher Level Teaching Assistant for Trust Internal Additional Provision

Salary: Grade F NJC points 12-19 £24,496-27,852 pro rata (Actual salary £19190)

Contract type: Part time (32.5 hours per week), permanent Term Time Plus 5 Days

Line managed by: Intervention Manager

Start Date: January 2025 or earlier if possible

The Provision

Through the extensive collaborative approach with our schools across the Trust we are able to highlight challenges and develop creative responses to positively impact our children and school communities. Throughout the country we are experiencing a significant increase in the number of young people with a range of challenges in successfully accessing the mainstream curriculum in KS3.

The vision of this provision is to reignite the dreams and aspirations of students who have disconnected with mainstream school. Through a creative personalised curriculum students will explore their futures while developing the skills and attributes to make their aspirations a reality. The provision will provide expert therapeutic support that will allow students and professionals to work in partnership to develop a strategic approach supporting positive reintegration back into our mainstream curriculums.

The Role

This is a potentially career defining role for the right candidate. The Trust are committed in providing a highly ambitious and inclusive provision for our young people that will require candidates who share that vision and can evidence the skill, creativity and commitment to implement this unique provision. The location of the provision will adjoin our Trust office site based at Southport College and will provide unique access to stakeholders committed to supporting this ambitious provision.

Key Relationships

- Trust Schools
- Key stakeholders
- Parents

Higher Level Teaching Assistant for Trust Internal Additional Provision – Job Description

Role overview

- To offer emotional support and wellbeing: offering bespoke, professional support and talking therapies to unpick the challenges and equip students with strategies to support their education and reintegration into school life; close collaboration with all stakeholders will maximise success of support strategies in place
- To support curriculum education and academic development: clear and focussed age and stage appropriate curriculum coverage and lessons with subject specialists; a curriculum journey tailored to the needs of students with an initial focus on core subjects. High expectations of academic support, development and progress.
- To ensure sustainable reintegration: a programme of reintegration to support phased return back into the main school setting, offering reduced timetables, partial timetables and guided support once back in the main school setting.
- Provide consistent support to all pupils, responding appropriately to individual pupil needs.
- Encourage pupils to interact with others and engage in activities led by facility staff and whole-school staff within the provision
- Promote self-esteem and independence, employing strategies to recognise and reward achievement
- Offer a range of support strategies to help with students' wellbeing and mental health, working alongside all stakeholders.
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupil learning
- Establish productive working relationships with all pupils, acting as a role model and setting high expectations
- Develop and implement individual learning, pastoral support and reintegration plans
- Provide feedback to pupils in relation to progress and achievement
- To maintain appropriate records and track student progress in terms of mental health and wellbeing interventions

- Establish constructive relationships and communicate with other agencies/professionals, in liaison with Progress Leaders, to support achievement and progress of pupils taking the initiative to develop appropriate multi-agency approaches
- To offer advice and support in developing a wide range of strategies to promote students' emotional health and wellbeing
- Assist with the planning of opportunities for pupils to learn in out of school contexts, according to school policies and procedures and within working hours
- To support and monitor attendance to the provision and identify barriers to attendance
- Effectively contribute to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests
- Liaise with Subject Leaders to deliver learning opportunities to students in line with age / stage expectations and the needs of students
- Under the direction of teaching staff, agree challenging targets and evaluate and adjust lesson/work plans as appropriate within agreed systems of supervision
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against predetermined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records in agreed format with teaching staff, contributing to reviews of systems/records as requested
- Administer and assess/mark some tests / quizzes and accurately record achievement/progress and invigilate exams/tests
- Support a clear framework for pupil discipline, anticipate and manage pupil behaviour constructively, promoting self-control and independence, in line with school policy
- To maintain appropriate records and support with the tracking of student's academic progress

- Collaborate with Progress and Pastoral Leaders, parents and the SEND team to support reintegration plans for students
- Use a range of approaches and strategies to support reintegration.
- Create integration plans and follow up with students after their time in the provision
- Monitor and evaluate the impact of reintegration.
- To work strategically with the team to devise and maintain timetables for students accessing the provision
- To meet with students and stakeholders to support smooth transition into the provision
- To support attendance of all students allocated to the provision
- Comply with service policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned)
- To offer advice and support in developing a wide range of strategies to promote students' emotional health and wellbeing
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the ethos, aims and development/improvement plan of the provision
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with teachers, to support achievement and progress of pupils taking the initiative to develop appropriate multiagency approaches
- Attend and participate in regular meetings as appropriate
- To communicate effectively with the parents/carers of students as appropriate.
- To communicate and co-operate with external agencies supporting our students and their families.
- To follow agreed systems for communications in the school.

- To complete student reports and updates according to process.
- To offer feedback, support and advice to parents and carers through review procedures and keeping in contact throughout casework.
- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Line Manager in identifying resource needs and to contribute to the efficient/effective use of physical resources
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, subject area and the students.
- To maintain a positive, safe environment that supports learning in which students feel secure and confident.
- Attend and participate in regular meetings as appropriate
- Participate in training and other learning activities as required
- To undertake relevant and appropriate CPD identified in the Service Development Plan and through performance management
- Participate in training and other learning activities as required
- To participate fully in the activities of the Trust, to support its distinctive vision and ethos and to encourage all staff and students to follow this example.
- To behave, dress and act as a positive role model and representative of the Trust in all situations when liaising with stakeholders and community representatives.
- To treat each other courteously and professionally, to take and seek advice and to always be supportive and aware of the needs of colleagues.
- To actively engage in personal development as agreed
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.

This is not a comprehensive list of all tasks which may be required of the post-holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

Higher Level Teaching Assistant for Trust Internal Additional Provision – Person Specification

Qualifications	Essential	Desirable	Assessed
NVQ Level 3 or equivalent in teaching assistance within specified age range/subject area	✓		
Educated to GCSE standard or equivalent	✓		
Excellent personal numeracy and literacy skills	✓		
Experience			
Previous experience of working as a teaching assistant	✓		
Ability to build and maintain effective working relationships with all pupils and colleagues	✓		
Ability to promote a positive ethos and role model positive attributes	✓		
Ability to work effectively within a team environment, understanding classroom roles and responsibilities	✓		
Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate		✓	
Ability to adapt own approach in accordance with pupil needs		✓	
Knowledge and Understanding			
Advanced understanding of national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas, etc	✓		
Understand the importance of high expectations and equality of access for all students.	✓		
Understanding of principles of child development, learning styles and independent learning	✓		
Working knowledge of relevant policies/codes of practice/legislation		✓	
Skills			
Good communication, organisation, problem solving skills and the ability to work collaboratively with others to share resources and best practice.	✓		
A commitment to academic and personal excellence and highest standards for child protection.	✓		

Genuine passion and belief in the potential of every student with the ability to be able to build trust and mutual respect between students, families and staff.	✓		
Evidence of managing effectively personal development to support individual, team and whole school improvement.		✓	
Commitment to and vision for developing links with the local community. A willingness to develop the school's partnerships with other schools and organisations.		✓	
Equal Opportunities			
A demonstrable commitment to supporting and promoting safeguarding, student welfare, equality and diversity.	✓		
Safeguarding			
A thorough understanding of up to-date safeguarding requirements and best practice.	✓		
Other Requirements			
High expectations for every pupil and a proven track record of making a difference to the learning and experiences of students inside and outside the classroom.	✓		

Application and Interview Process

The application form should be downloaded and submitted electronically no later than noon On 26 September 2024. Candidates are asked to email completed applications to recruitment@southportlearningtrust.org.

Shortlisted candidates will be invited to interview week commencing 30 September 2024

Southport Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All successful applicants will be requested to undertake an Enhanced Disclosure and Barring Service check. At least one member of our recruitment team for this post is Safer Recruitment trained and we adhere to Southport Learning Trust's Recruitment and Selection Policy for Employees and Volunteers.

We are proud to have an organisational culture where employees with varying perspectives, skills, life experiences and backgrounds – the best and brightest minds – can work together to achieve excellence and realise individual and organisational potential.