



SIDMOUTH COLLEGE

Alternative Curriculum and Numeracy HLTA



believe • inspire • succeed



Dear Applicant

Thank you for your interest in the post of Alternative Curriculum and Numeracy HLTA at Sidmouth College. The College currently has 791 students on roll of whom 112 are in the Sixth Form. The majority of our students are drawn from four local feeder schools, in Sidmouth, Sidbury, Newton Poppleford and Branscombe. The College is in a beautiful setting within the Sid Valley and the East Devon area of outstanding natural beauty.

Our vision is for vibrant and inspirational teaching that raises aspirations; challenges and engages, and prepares every student for lifelong learning. At Sidmouth College learners *believe* they can *succeed*, staff that they can *inspire* and everyone strives to be the best that they can be.

The College buildings sit within an attractive 13 acre campus and staff take every opportunity to make use of the natural environment on our doorstep to support students' learning and creativity. We due to complete our very exciting programme of redevelopment under the Priority Schools Building Programme in December 2020. This will see the vast majority of our 1960s buildings replaced with modern, state of the art facilities, including seven new Science laboratories and preparation facilities and new technology workshops to create, without doubt, a fantastic modern learning environment.

We were delighted to be again judged as Good in the most recent Ofsted report in 2016, which recognised our continuous improvement in achieving positive outcomes for all students.

The enclosed job description outlines the responsibilities of the role.

If you have any questions please contact the Leadership Team Assistant, Mrs Jo Liddle, on 01395 514823 or jliddle@sidmouthcollege.devon.sch.uk

Yours faithfully

Mrs Sarah Parsons
Principal



Introduction

Sidmouth College is a thriving 11-18 community college located in the Devon countryside.



At Sidmouth College the individual is right at the heart of what we do. Students achieve academic success, develop their creativity, excel on the sports field and encounter a multitude of new experiences in a safe and enjoyable environment, encouraged by a team of dedicated and highly experienced professionals. At Sidmouth College we believe that the vibrant learning community, coupled with a culture of high standards and expectations, brings out the very best in every student and establishes abundant possibilities for their future.

Our Ethos—Believe, Inspire, Succeed

- Every learner believes and succeeds in fulfilling their potential and is inspired to lead a happy, healthy and successful life within a challenging and rapidly changing world.
- All learners have access to inspirational teaching that leads to outstanding learning and achievements which continues beyond the classroom.
- All learners have access to a high quality, relevant and appropriate curriculum that fully meets their needs and supports an engaging and inspiring learning experience.
- We inspire learners to believe in the contribution they can make to their learning, the College and the wider community. Learners take responsibility and develop resilience throughout their learning journey with clear support and guidance.
- All levels of leadership are focused on providing a vision, direction and culture in which all are inspired to believe and succeed.

A caring and supportive community

Care, guidance and support are strengths of the College. Students are organised in vertical tutor groups led by a tutor who monitors academic progress, student well-being and student development. Each tutor group is in one of four Houses - Drake, Grenville, Raleigh and Scott. The tutor group meets at the beginning of each day for registration, support and guidance.

The team of tutors is led by a Head of House who maintains a close overview of the work and wellbeing of the students. In addition, the School Counsellor and the Student Support/pastoral team make a valuable contribution.

A stimulating and exciting learning journey

Learning is an adventure to be enjoyed; a journey that stretches, challenges and opens minds. Our stimulating and engaging curriculum delivers exciting opportunities in the classroom and beyond. Our overarching aim is to provide our young people with the skills and qualifications they need to become happy, successful adults with a passion for lifelong learning. Our Key Stage 3 programme aims to raise the ambitions of all students; developing knowledge, skills and understanding and promoting confidence in their abilities. At Key Stage 3 we ensure students experience learning in a wide range of subjects, including the Arts, Technology, Computer Science and Modern Foreign Languages.

In Key Stage 4 students have the opportunity to study a range of personalised pathways, designed to support their individual talents and interests and maximise their achievement and success. At Key Stage 4 all students study a core curriculum of English Language and English Literature, Maths, Chemistry, Physics, Biology, PE and RE in addition to three option subjects.

At Key Stage 5 we offer a wide range of A Level qualifications and the vast majority of students choose three linear subjects, with some choosing to study four.





Appointment Information

This is an exciting opportunity for an experienced, skilled, enthusiastic and reliable person to join the Student Development Centre as one of our HLTAs.

The successful candidate will be a flexible and motivated person with high expectations of all students. You will also be expected to build good relationships with children, their parents, teachers and other professionals. You will be able to use your own initiative, have good communication skills, be professional and have a high standard of education.

The post holder will work under the instruction guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for students and to assist the teacher in the management of students and the classroom. Work may be carried out in the classroom or may regularly take place outside the main teaching area.

The successful candidate will also be required to work with small groups and, on occasion, teach classes and cover lessons. See the attached job description for more information.

SEND Department

The SEND department is a vibrant and energetic place to work. No two days are ever the same and staff are positive, friendly, hardworking and always up for a challenge.

The staff within the department have a wide range of skills which help support a number of students both in and out of the classroom, with a wide variety of needs. Regular assessment throughout the year help students make good progress across the curriculum.

We also run a homework club on two evenings per week to help support the link between home and College.

Application Process

The closing date for applications is **Thursday 5th November 2020**

Interviews will be held in the **week commencing Monday 9th November 2020**

Completed applications should be submitted via TES

We are committed to safeguarding the welfare of our students and, if successful, you will be required to undertake an enhanced Disclosure & Barring check.



Alternative Curriculum and Numeracy HLTA



Post: Alternative Curriculum and Numeracy HLTA

Permanent from November 2020

Scale: Grade E— £23,369 (actual salary £16,303)

Hours of work: 30.41 hours per week for 39 weeks per annum (5 days per week— 8.30am to 3.20pm with 1/2 hour for lunch plus additional hours after school for interventions to be agreed)

Responsible to: Principal through the Director of SEND

Job Purpose

To compliment the professional work of the Director of SEND and teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes. It will also include monitoring students and assessing, recording and reporting students' achievement, progress and development.

To be responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training.

Key tasks and responsibilities are as follows but may vary in accordance with the demands of the appointment:

MAJOR RESPONSIBILITIES

To work under an agreed system of supervision/management to deliver learning and to be a specialist knowledge resource by:

- Leading the planning cycle under supervision
- Delivering lessons to groups/whole classes
- Managing other staff

DUTIES

- Organising and managing an appropriate learning environment and resources
- Within an agreed system of supervision, planning challenging teaching and learning objectives and evaluating and adjusting lessons/work plans as appropriate
- Monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Providing objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Recording progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Working within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence
- Supporting the role of parents in students' learning and contributing to/leading meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administering and assessing/marking tests and invigilating exams/tests
- Producing lesson plans, worksheets, plans etc.

Numeracy HLTA Contd...



DUTIES

Supporting students by:

- Assessing the needs of students and using detailed knowledge and specialist skills to support students' learning
- Establishing productive working relationships with students, acting as a role model and setting high expectations for behaviour and learning
- Developing and implementing IEPs
- Promoting the inclusion and acceptance of all students within the classroom
- Supporting students consistently whilst recognising and responding to their individual needs
- Encouraging students to interact and work co-operatively with others and engaging all students in activities
- Promoting independence and employing strategies to recognise and reward achievement of self-reliance
- Providing feedback to students in relation to progress and achievement

Support the curriculum by:

- Delivering learning activities to students within agreed systems of supervision, adjusting activities according to pupil responses/needs
- Delivering local and national learning strategies e.g. literacy, numeracy, KS3 and making effective use of opportunities provided by other learning activities to support the development of students' skills
- Using ICT effectively to support learning activities develop students' competence and independence in its use
- Selecting and preparing resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds
- Advising on appropriate deployment and use of specialist aid/resources/equipment

Support the College by:

- Complying with assisting the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all students have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the College
- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students
- Taking the initiative as appropriate to develop appropriate multi-agency approaches to supporting students
- Recognising own strengths and areas of expertise and using these to lead, advise and support others
- Delivering out of school learning activities within guidelines established by the College
- Contributing to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class

To Undertake Line Management Responsibilities Where Appropriate by:

- Managing other teaching and learning support assistants
- Liaising between managers/teaching staff and teaching/learning support assistants
- Holding regular team meetings with managed staff
- Representing teaching/learning support assistants at teaching staff/management/other appropriate meetings
- Undertaking recruitment/induction/appraisal/training/mentoring for other teaching assistants
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This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the College in relation to the post-holder's professional responsibilities and duties.



Person Specification



Requirement	Essential	Desirable
Education/Training		
Good standard of education with 5 GCSEs at pass or above, including English and Maths, with English at Grade A*-C	✓	
Requirement to participate in training/development as/when identified by line manager as essential for performance of the post	✓	
HLTA status or equivalent qualifications and experience and/or A Level in English/Maths/Science	✓	
Experience		
Experience of working within a school environment or with young people	✓	
Experience of working with the national curriculum and child centered intervention programmes	✓	
Knowledge		
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation	✓	
Working knowledge of national curriculum and child centered intervention programmes and understanding of the range of support services/providers	✓	
Understanding of principles of child development and learning processes and in particular, barriers to learning	✓	
Skills/Abilities/Personal qualities		
Ability to plan, under appropriate supervision and guidance, or in collaboration, effective actions for students at risk of underachieving for reasons of disaffection and/or exclusion	✓	
Ability to self-evaluate learning needs and actively seek learning opportunities	✓	
Ability to relate well to children and adults, including other professionals/carers	✓	
Ability to work constructively as part of a team, to understand classroom roles and responsibilities and own position within these	✓	
Within the parameters of this role, to be able and prepared to prioritise, initiate and deliver intervention strategies	✓	
Capable of working without supervision by being flexible, practical and resourceful, and be able to take the initiative	✓	
Good IT skills—confident in the use of Word, Excel, email and the internet	✓	
Ability to envision, enthuse, inspire and motivate students	✓	
Good self-management and self-motivation skills, including the ability to plan and organise one's time effectively	✓	