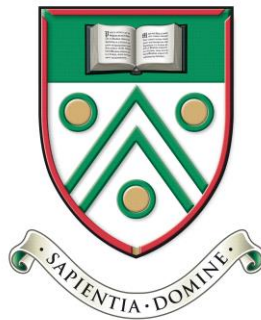


# Langley Grammar School



## Higher Level Teaching Assistant (Full Time)

**Required September 2023**

***Application information***



**Langley Grammar School  
Reddington Drive  
Langley  
Berkshire  
SL3 7Q**

**01753 598300**

**school@lgs.slough.sch.uk**

**[www.lgs.slough.sch.uk](http://www.lgs.slough.sch.uk)**

## From the Headteacher

May 2023



Dear Applicant

Thank you for your interest in Langley Grammar School and in the post of HLTA.

I hope this application information will help you to decide whether this would be the appropriate next step for you in your career.

This is an exciting time to join a very successful school. The completion of the final parts of an £18 million building project in autumn 2021 has provided the school with exceptional new facilities. Our academic outcomes consistently demonstrate the commitment and ability of our students and we were delighted that their GCSE and A Level results in 2022 placed us in the top ten schools in the South-East. We believe that we provide a supportive, secure and innovative environment that allows our students to flourish and develop as confident and well rounded, independent and creative, responsible and caring young people. This was confirmed by Ofsted in November 2021 when we were judged to be Outstanding in all areas under the latest framework.

We have always sought to combine our selective status with a close involvement in the local community of schools. We have supported primary and secondary schools through our previous specialisms, helping them to raise standards and learning much ourselves in return. Our academy status and designation as the Teaching School Hub for Berkshire, and as an Apple Distinguished School have provided opportunities to develop these relationships further and to have a significant impact on the educational provision in the area.

We are committed to maintaining our high standards and to developing ourselves as a centre of innovation and excellence. If you would like to share in that development and have the skills and expertise we are looking for, we would welcome your application.

Yours sincerely

*John Constable*

John Constable  
Headteacher



Distinguished School



## The School

Langley Grammar School is a co-educational state selective school operating as a single academy trust. There are approximately 1240 students on roll, of whom around 340 are in the Sixth Form. The school was founded in 1956, and is one of four grammar schools serving the borough of Slough and the surrounding area. Our aim is to enable students to develop themselves personally and academically, achieving high standards within a supportive and friendly environment that stimulates and challenges them. Great emphasis is placed upon participation in a wide range of cultural, social and sporting activities. Parental support for the school is strong, and we are heavily over-subscribed.

We admit 180 students into 6 forms in Year 7, typically from 60-70 different primary schools. The great majority of Year 11 students stay on to the Sixth Form, where we also admit around 30-40 additional students into Year 12 from other schools.

The school occupies a 16 acre site in Langley close to the M4 and M40 and has good rail links into London. The site has benefitted from substantial developments over the last fifteen years, with new classrooms, sports centre, all-weather pitch and a Sixth Form Centre with a 220-seat lecture theatre. As part of the Government's Priority Schools Building Programme our original 1956 school buildings have been replaced to provide state of the art accommodation for science, art, technology and computing, and new public areas of the school such as hall, library and dining room. This latest £18 million building programme was completed in autumn 2021.

We have a record of innovative practice and extensive outreach and targeted support to schools in the local area and beyond. Since September 2021 we have been designated as one of the DfE's new Teaching School Hubs, serving schools across Berkshire. A number of staff are Lead Practitioners or have been Specialist Leaders of Education. Our innovative work with iPads for learning has been recognised with our designation as an Apple Distinguished School. The schools' network SSAT has designated a number of aspects of our practice as 'transforming' in their Framework for Exceptional Education.

The school was last inspected by Ofsted in November 2021, when it was judged to be outstanding in all categories.

## Our students

Students enter the school in Year 7 on the basis of an 11+ examination administered by a consortium of the four grammar schools in Slough. Our students represent approximately the top third of the ability range as measured by the 11+ selection process. Around 50% of our students come from the borough of Slough, and reflect the diverse local community. The remainder come from a wider geographical area including a number of West London boroughs.

Well over 90% of students come from minority ethnic backgrounds, giving the school a rich and varied cultural mix. The school is a well ordered and respectful community; students are polite, courteous and well-motivated. They are also high-achieving; the great majority stay on into the Sixth Form, achieve very good A-level grades and move on to higher education at highly reputable universities.

Examination results are consistently excellent. Prior to the pandemic, A-level outcomes at grades A\*-B averaged around 70% or more with an overall ALPS score of 3. The proportion of GCSE entries awarded Grades 9-7 was consistently above 60% with Progress 8 score 'well above average'.

In the first set of public examinations after the pandemic in 2022, 85.4% of A Level entries were graded A\*-B. At GCSE, 84.7% of entries were graded 9-7 with a Progress 8 score of 0.90.

## Our staff

We have 120 staff; 90 teachers and 30 in support or administrative roles. Teaching staff work in subject teams, led by subject leaders who are line managed by members of the Senior Leadership Team. Most teaching staff act as form tutors in teams led by Phase Leaders covering Year 7, Years 8 & 9, and Years 10 & 11. The large Sixth Form team is overseen by the Director of Sixth Form with two deputies. The school has a strong community ethos and our staff are highly professional, innovative and committed to the academic and personal development of the students.

There is a comprehensive programme of professional development. All staff receive an annual Professional Review as part of a strong and supportive performance management system, with high quality induction and on-going support. There are opportunities for staff to advance within the school, and we offer support for those who wish to find promotion elsewhere. We have a clear focus on staff wellbeing, which is reflected in our track record of excellent staff retention.



## Curriculum and student support

All students in Year 7 study English, Mathematics, Science, French or German, History, Geography, Religious Studies, Information Technology and Computing, Music, Drama, Art, Design Technology, Personal and Citizenship Studies and Physical Education. This programme is broadly the same in Years 8 and 9. We emphasise a broad and balanced curriculum through to the end of Year 9.

All Year 10 & 11 students follow GCSE courses in English Language and Literature, Mathematics, Biology, Chemistry and Physics, French or German. Students also choose three further subjects from a range including: a second foreign language, Art, Business Studies, Design Technology, Drama, Geography, History, Music, Religious Education and Physical Education. The non-examined core curriculum includes PSHE and Citizenship and elements of RE/Philosophy and ethics

The great majority of Year 11 students stay on into our Sixth Form. Most choose four subjects from a wide range; the majority currently take an AS examination in one of those subjects at the end of Year 12, and continue the other three subjects through to the final examinations in Year 13. There is a programme of timetabled enrichment activities including other qualifications such as Public Speaking or Community Sports Leader Award, or non-examined courses such as Photography.

We place great emphasis on students' physical and emotional wellbeing. Throughout the school there is a strong tutorial system providing individual guidance and support. Reporting of academic progress and personal development operates through a rolling programme of parent/teacher consultations and summative reports. This structure provides for both systematic target setting and evaluation and offers an opportunity to discuss reports in review interviews with form tutors.

## Our ethos

We are privileged to work with able students who have the potential to be in significant positions of influence and leadership in the future.

**We encourage** our students to discover their own talents, to be confident of their abilities and to follow their passions across academic subjects, in sports and the arts.

**We support** our students in developing themselves as innovative, effective and independent learners with high-level skills, willing to think in new ways, solve new problems and create new opportunities for the future.

**We help** our students build up a set of sound values so that they have the strength of character, moral integrity and resilience to deal with the challenges they will face, and the motivation and willingness to work hard to achieve their ambitions.

**In addition to supporting strong academic outcomes, we therefore seek to develop our students as young people who are...**



### ***Confident and well-rounded...***

...demonstrating a positive mindset; secure in their own identity and aware of their own strengths; effective and persuasive communicators; believing in their own self-worth, with a broad and balanced outlook; striving for excellence in all they do; resilient and willing to persevere.



### ***Independent and creative...***

...able to think critically and make wise decisions; curious and inquisitive; eager to explore and discover; willing to make mistakes and embrace challenges that may at first appear daunting; adaptable and flexible; innovative and enterprising.



### ***Responsible and caring...***

...grounded in sound ethical and moral values; socially and culturally aware; recognising and appreciating diversity; having the courage to stand up for what is right; acting with kindness and compassion to bring out the best in themselves and others; engaged in communities with a local, national and global outlook.

## External recognition



Langley Grammar School was last inspected by Ofsted in November 2021 and was judged to be 'Outstanding' in all categories.



As a member of the SSAT network, and designated as a Leading Edge school we have used the Framework for Exceptional Education to inform the development of our practice. We have been judged as having 'transforming practice' in almost all of the majority of the framework strands.

Climate for learning	Culture of reflection	Effective learning behaviours	Variety of teaching approaches
<p>TRANSFORMING PRACTICE IN <b>Climate for learning</b> SSAT Framework for Exceptional Education</p> <p><b>Awarded Apr 2018</b></p>	<p>TRANSFORMING PRACTICE IN <b>Culture of reflection</b> ssat the schools, students and teacher network The Framework for Exceptional Education</p> <p><b>Awarded Apr 2022</b></p>	<p>TRANSFORMING PRACTICE IN <b>Effective learning behaviours</b> SSAT Framework for Exceptional Education</p> <p><b>Awarded Jul 2019</b></p>	<p>TRANSFORMING PRACTICE IN <b>Variety of teaching approaches</b> ssat the schools, students and teacher network The Framework for Exceptional Education</p> <p><b>Reaccredited May 2021</b></p>
Engagement with key stakeholders	Engaging with evidence and research	Principled assessment	Principled curriculum design
<p><b>Application in progress</b></p>	<p>TRANSFORMING PRACTICE IN <b>Engaging with evidence and research</b> ssat the schools, students and teacher network The Framework for Exceptional Education</p> <p><b>Awarded Jul 2022</b></p>	<p>TRANSFORMING PRACTICE IN <b>Principled assessment</b> ssat the schools, students and teacher network The Framework for Exceptional Education</p> <p><b>Awarded Apr 2018</b></p>	<p>TRANSFORMING PRACTICE IN <b>Principled curriculum design</b> SSAT Framework for Exceptional Education</p> <p><b>Awarded May 2021</b></p>
Leadership through moral purpose	Professional learning	Quality assurance	Wellbeing
<p>TRANSFORMING PRACTICE IN <b>Leadership through moral purpose</b> SSAT Framework for Exceptional Education</p> <p><b>Awarded Jan 2020</b></p>	<p>TRANSFORMING PRACTICE IN <b>Professional learning</b> SSAT Framework for Exceptional Education</p> <p><b>Awarded Jul 2019</b></p>	<p>TRANSFORMING PRACTICE IN <b>Quality assurance</b> ssat the schools, students and teacher network The Framework for Exceptional Education</p> <p><b>Reaccredited Jul 2021</b></p>	<p>TRANSFORMING PRACTICE IN <b>Wellbeing</b> ssat the schools, students and teacher network The Framework for Exceptional Education</p> <p><b>Awarded Jul 2022</b></p>

Our role as a centre of excellence for the professional development of teachers has been recognised by our designation as one of the **DfE's Teaching School Hubs**. As TSH Berkshire, we are responsible for promoting initial teacher training, the Early Career Framework, and leadership development across the six local authority areas in Berkshire.



Our work with using iPads for effective teaching and learning has been recognised by Apple; we are part of the international network of Apple Distinguished Schools



We also have a commitment to an international outlook and to developing arts subjects in school.



## Background to the vacancy

### Details of vacancy – Higher Learning Teaching Assistant

The vacancy arises due to the School looking to grow its SEND team and to adapt to our student needs.

The key aspects of the role are to:

- Complement the professional work of teachers by taking responsibility for adaptation of the curriculum for individual students under an agreed system of supervision
- Monitor pupils and assess, record and report on pupils' achievement, progress and development
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment
- Keep up to date with appropriate strategies to support high functioning autistic students.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate
- Supervise and provide particular support for students with special educational needs, ensuring their safety and access to learning activities.
- Promote good student behaviour, dealing promptly with conflict and incidents in line with established behaviour policy and encourage students to take responsibility for their own behaviour.
- Establish constructive relationships with students and interact with them according to their individual needs.
- Set challenging and demanding expectations of students and promote their self-esteem and independence.
- Undertake structured 1:1 or small group interventions during lesson time, lunchtimes or after school, under the guidance of the SENCo
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the safeguarding team.
- Participate in training as required.
- Accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

This is a term-time only role. It requires someone who pays attention to detail, has energy, enthusiasm, has a calm manner and the ability to prioritise. S/he will be approachable, have strong people skills and a 'can do' attitude.

The successful candidate will join a team of dedicated support staff within a friendly and supportive school community. The job description included in this pack sets out the responsibilities of the role as it is currently proposed.

## Primary Job description – HLTA

<b>Job title</b>	
<b>Salary range</b>	SCP 12 - 20: FTE £25,498 - £29,373. Pro Rata £21,369 - £24,617 dependent upon qualifications and experience
<b>Line management</b>	HLTA will report to the School's 'Individual Needs Coordinator'
<b>Hours of work</b>	Monday to Friday - 37 hours per week, (term-time only)
<b>Purpose of the primary role (LSA)</b>	
To remove potential special educational needs barriers for individuals and groups of students through the graduated approach. This will involve liaising with teachers to proactively ensure appropriate adaptation of the curriculum and to have an impact on teaching and learning to support the development, learning and progress of individual students.	
<b>Operational responsibilities</b>	
<p><b>Operational responsibilities</b></p> <p>Ensure that students with special educational needs receive appropriate support through the graduated approach.</p> <p><b>Assess</b></p> <ul style="list-style-type: none"> <li>➤ Monitor students' responses to learning activities and record progress</li> <li>➤ Support the evaluation of learners' progress using a range of assessment techniques</li> </ul> <p><b>Plan</b></p> <ul style="list-style-type: none"> <li>➤ Assist with the implementation of Pupil Passports, Individual Learning Plans and Personal Care Programmes.</li> <li>➤ Assist with the planning of learning activities where appropriate.</li> <li>➤ Prepare, maintain and use equipment/resources required to complete the relevant learning activity and assist students in their use.</li> <li>➤ Use allocated time to devise clearly structured activities or strategies that interest and motivate learners and advance their learning</li> <li>➤ Plan how they will support the inclusion of pupils in the learning activities</li> <li>➤ Support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation</li> </ul> <p><b>Do</b></p> <ul style="list-style-type: none"> <li>➤ Supervise and provide particular support for students with special educational needs, ensuring their safety and access to learning activities.</li> <li>➤ Establish constructive relationships with students and interact with them according to their individual needs.</li> <li>➤ Promote the inclusion and acceptance of all students.</li> <li>➤ Establish constructive relationships with teaching staff.</li> <li>➤ Use strategies, in liaison with the subject teacher, to support students to achieve learning objectives.</li> </ul>	

- Promote good student behaviour, dealing promptly with conflict and incidents in line with established behaviour policy and encourage students to take responsibility for their own behaviour.
- Pro-actively seek out additional training opportunities as required, that relate to the students they are supporting.
- Understanding of effective teaching methods
- Knowledge of how to successfully lead learning activities for a group or class of children
- Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
- Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice

### **Review**

- Attend and participate in relevant review meetings (e.g. EHCP annual reviews) as required.
- Provide feedback to the Individual Needs Coordinator regarding the progress of students.
- Communicate concerns raised by teaching and non-teaching staff regarding potential SEND concerns amongst the student body to the Individual Needs Coordinator.
- Review and adapt de-escalation and emotion regulation strategies
- Work with the ELSA to maximise the provision for high functioning autistic students.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Deputy Headteacher to carry out other appropriate duties within the context of the job, skills and grade.

## Person Specification

The following list shows the essential and desirable characteristics for which we are looking for when considering your application and at interview.

Qualifications, skills and attributes	Essential	Desirable
Studied to a minimum standard of GCSE (grade A*-C) or equivalent, in English and mathematics.	✓	
Relevant further or higher education qualifications.		✓
QTS		✓
Experience of working with children/young people in a learning environment and in a supervisory capacity – preferably at secondary level.	✓	
Experience of working in a school or college environment	✓	
Effective and efficient use of ICT to enhance teaching and learning.	✓	
Has a level 4 HLTA certificate		✓
Has experience of SEMH/ behaviour challenges	✓	
Ability to build and form good relationships with students and colleagues.	✓	
Ability to relate well to and motivate children/young people.	✓	
Ability to work constructively as part of a team	✓	
Good standard of verbal and written communication skills	✓	
Ability to use a range of strategies to deal with classroom management and individual student behaviour	✓	
Working knowledge and experience of national requirements regarding curriculum and relevant learning programmes.	✓	
Good understanding of child development and learning processes.	✓	
Working knowledge of relevant educational policies, procedures, codes of practice and legislation.	✓	
Commitment to the highest standards of child protection and safeguarding.	✓	
Initiative and ability to prioritise own work.	✓	
Able to follow direction and work in collaboration with line manager.	✓	
Able to work flexibly to meet deadlines and respond to unplanned situations.	✓	
Efficient and meticulous in organisation.	✓	
Ability and desire to enhance and develop skills and knowledge through self-evaluation, learning from others and formal CPD.	✓	
Commitment to the school's ethos and aims.	✓	

## Application process

### How to apply

Please complete the Langley Grammar School application form; this should be returned with a covering letter of no more than 2 sides of A4, which takes account of the person specification and should:

- explain why you are applying for the post,
- outline the relevant experiences you believe have prepared you for this post,
- describe the skills and attributes you will bring to the school.

The School's application form must be completed in full. **CVs on their own are not accepted.**

**Completed applications** should be addressed to:-

**Mrs Dionne Cheyne, PA to the Headteacher  
Langley Grammar School, Reddington Drive, Langley, Berkshire, SL3 7QS**

Applications should be returned by email to [vacancies@lgs.slough.sch.uk](mailto:vacancies@lgs.slough.sch.uk)

**Deadlines for application: Midday Friday 9<sup>th</sup> June 2023**

### References

Please note that in line with safer recruitment practice for schools we will take up references and online searches **at the point of shortlisting** for interview. We may also contact current and previous employers as part of the process of pre-appointment checks. If you are shortlisted, any discrepancies or anomalies in the information provided, or issues arising from references will be taken up at interview. Your referees must include your most recent employer; references from friends or relatives are not acceptable.

### Safeguarding

Langley Grammar School is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers. The successful applicant will be subject to an enhanced disclosure check with the Criminal Records Bureau.

### Equal Opportunities

Langley Grammar School will not discriminate directly or indirectly through applying conditions or requirements which cannot be shown to be justified. We will not discriminate on the grounds of race, gender, nationality or origin, marital status, disability, economic status, sexual orientation, age, trade union, political or religious belief, or responsibility for dependents.

### Disability Statement

Langley Grammar School will give favourable consideration to application for employment made by people with disabilities having regard to their particular aptitudes and abilities. A disability or health problem does not preclude full consideration for the job and applications from suitably skilled people with disabilities are welcome.