

# CRISPIN

ASPIRATION • COMPASSION • EXCELLENCE

## **Higher Level Teaching Assistant (HLTA) INFORMATION FOR CANDIDATES**

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## LETTER FROM THE HEADTEACHER

Thank you for your interest in the post of Higher Level Teaching Assistant (HLTA) at Crispin. This is a fantastic opportunity to join a very well led, collaborative and supportive team. Crispin has high expectations of all members of our community and we believe in challenging and supporting students to achieve their very best. It is also important to state that Crispin has a very strong safeguarding culture which we would expect potential colleagues to wholeheartedly support. You will find a range of details about this post in this information booklet, but if you require any further information or would like to visit Crispin before an application, do not hesitate to contact us by email, [Headspa@crispinschool.co.uk](mailto:Headspa@crispinschool.co.uk).

The post is a really exciting one and would be a great opportunity for the right candidate. We realise that candidates will have a range of skills and experience and we would fully support the successful candidate to develop professionally. Above all else you should be:

- A reflective and caring individual.
- A colleague who always seeks to maximise the success and happiness of students.
- A colleague with the highest expectations for what all members of the school community are capable of.
- Passionate about supporting to young people to progress in all areas of school life.

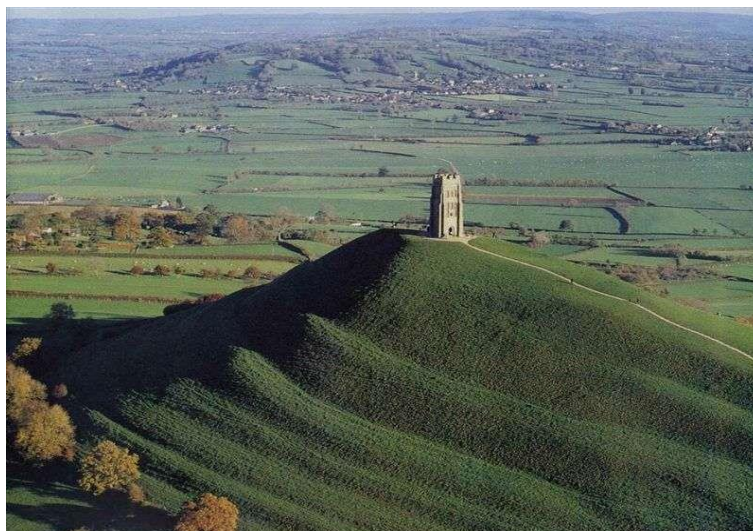
Crispin is a popular school, has a strong reputation, a sharp focus on learning and colleagues are really positive about the students they teach from the surrounding community.

To apply for this role simply click on the quick apply button on TES.com and complete the online application form. Alternatively, please visit our website and click on the application form in the vacancies section. Your supporting statement / letter (of no more than two sides) should outline your skills and experience and how you meet the person specification. Please submit your application form either via TES.com or by email to [headspa@crispinschool.co.uk](mailto:headspa@crispinschool.co.uk)

I look forward to receiving your application.



Paul Reddick  
Headteacher



# ADVERT

## Higher Level Teaching Assistant

This is a fantastic opportunity to join a well led, collaborative and supportive team. We are seeking to appoint an exceptional person who is perhaps looking to begin a career in teaching and requires experience of working in a school. There will be an opportunity to further develop your skills through working with SEND students in a variety of subjects. The role will require you to support students in lessons and facilitate some small group work. The post will be a permanent contract to start as soon as possible.

Salary: Grade 13 Salary Range £13630 - £15049 pa (hourly rate £10.21 to £11.27) depending on any previous experience. 30 hours per week plus 1 hour bi-weekly team meeting. Monday to Friday, from 08:25 until 13:15, 13:55 until 15:05 each day, term time only plus two training days.

For further information about this post and to download an application pack please visit [TES.com](https://www.tes.com). To apply for this role simply click on the quick apply button on [TES.com](https://www.tes.com) and complete the online application form, alternatively, please complete an application form, available in the vacancies section of our website and an accompanying letter (of no more than two sides) outlining your skills and experience and how you meet the person specification.

Closing date for this post: 10:00 Wednesday 08 September 2021.

Crispin is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. These posts require a criminal background check via the disclosure procedure. The successful applicants will therefore be subject to an Enhanced DBS as part of our Prevent duty.

These posts are covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent spoken English is an essential requirement of the roles.



# HLTA

We will be pleased to accept applications from non-graduates and graduates. Crispin has been successful in recruiting graduates who are interested in a career in teaching. The school has robust links with the Mid Somerset Consortium for Teacher Training which is able to offer advice and support about the various routes into teacher training if that is a path you wish to pursue.

We have developed an excellent programme for motivated and enthusiastic graduates joining the school, ensuring that they are fully supported and given every opportunity to thrive.

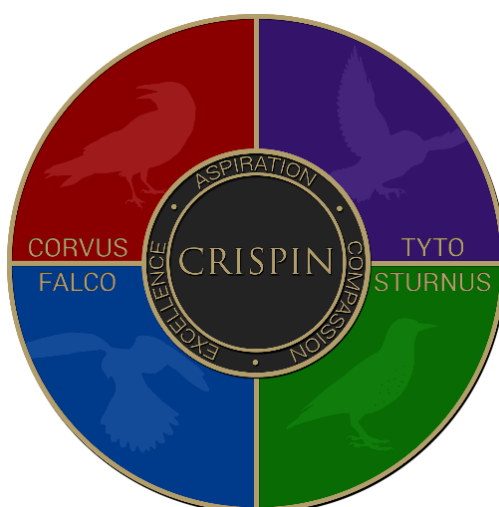
The role of HLTA is a varied one, working within whole class environments and with smaller groups. You will be responsible for working with class teachers to ensure that the school environment and teaching is accessible to all students and working closely with students in the classroom setting to facilitate access to the learning.

Our first few Graduate Teaching Assistants have made a positive difference to the students they have worked with during the academic year. The previous postholders have used their experiences at Crispin to enhance their applications to train as teachers.

The role will be leading one of the four areas of the Code of Practice and working with SEND students to help identify ways to raise their achievement; supporting the needs of each individual will be the key to success. You will meet regularly with the SENCo to discuss strategies and interventions.

What the school can offer:

- The opportunity to work with excellent and committed colleagues
- Inclusive working environment
- Professional development
- Friendly and passionate atmosphere
- The opportunity to make a difference with an identified group of students





## WELCOME TO STREET

Crispin is a secondary school on the eastern edge of Street, a large village in Somerset with a population of around 12,000. It is situated on the Somerset Levels close to Glastonbury, Wells and the Mendips. The village has an interesting history with evidence of Roman occupation. Street is home to Clarks, the world famous footwear retailer. Clarks still has its headquarters in Street but shoes are no longer manufactured in the town. Much of the Street site now houses the popular and thriving designer outlet shopping complex of 'Clarks Village'.

Somerset generally is a warm and friendly county and Street is no exception. The village itself contains a good range of leisure facilities including a theatre which hosts live performances and a wide range of films, sports facilities and an open air swimming pool. The Glastonbury Festival also takes place very near to the village. There are also a good range of local shops. As one resident of Street said 'if you choose you can walk to pretty much everything you need'. There is easy access to the coast and there are a number of National Trust properties in the area as well as nature reserves and areas of outstanding natural beauty.

As well as being located in a beautiful part of Somerset, Street is well connected by road being near to the M5, A303 and on a number of bus routes. There are also nearby rail links to London, Bath, Bristol and Devon and Cornwall. Bristol Airport is also close with a wide range of destinations from Iceland to Egypt! There are a number of interesting towns and cities nearby including Glastonbury, Wells and Frome. A little further afield one can easily reach the likes of Bath and Bristol which are both major European cities and home to a very wide cultural and sporting life including excellent music venues, theatres, cinemas, restaurants and professional sports clubs including football and rugby.

Housing is still relatively affordable in Street and many of the surrounding towns and villages. Many colleagues talk of how the area is a safe, yet vibrant area to bring up families with a range of good schools and a college which shares its site with Crispin. Yet at the same time there are a myriad of excellent leisure opportunities and major cities within an hour's travel.



## JOB DESCRIPTION

<b>Post Title:</b>	Higher Level Teaching Assistant
<b>Purpose:</b>	Teaching Assistant with particular responsibility for leading one of the four areas of the Code of Practice
<b>Reporting to:</b>	Special Educational Needs Coordinator (SENCo)
<b>Liaising with:</b>	Members of the Learning Support Department, Headteacher, Deputy Headteachers, Assistant Headteachers, Heads of House, Teaching Assistants, relevant non-teaching support staff, parents and partner agencies.
<b>Working Time:</b>	08:25- 13:15, 13:55-15:05
<b>Salary/Grade:</b>	Grade 13
<b>Disclosure level:</b>	Enhanced
<b>Main (Core) Duties:</b>	

### Relationships

The post holder:

- Is responsible to the SENCo in respect of their overall duties.
- Interacts on a professional level with other colleagues and seeks to establish and maintain productive relationships with them in order to support students with SEN.
- Communicates effectively with parents/carers and other agency staff to support students' learning and personal development.

### Purpose of the position

- To assist the school in the development and implementation of a programme of work and in the provision of a stable, caring and supportive learning environment which enables students to achieve their full learning potential and facilitates their social and moral development.
- There is a requirement to work with students, either individually or in groups, who have some special educational needs, learning difficulty, disability, or who exhibit social, emotional and mental health needs. This will include students across the ability range.

### Key Tasks

- To develop and deliver literacy, numeracy and other intervention programmes, including after school extended learning activities.
- To lead a team of Teaching Assistants and take responsibility for the daily deployment of staff.

### Core Responsibilities for all staff in the Learning Support Department

Supporting Learning and Teaching

Under the guidance and direction of the teacher or SENCo:

- To develop, maintain and apply knowledge and understanding of students' general and specific learning needs to ensure that support is given to them at an appropriate level.
- Learning support is delivered individually and in groups through a range of tasks, mainly:
  - Supporting and directing literacy and numeracy tasks, clarifying and explaining instructions.
  - Focusing support in areas needing improvement, both academic and social.

- Working with and supporting students to ensure they are able to use ICT and other specialist equipment to enhance their learning.
- Motivating and encouraging students to concentrate on and fulfil the tasks set.
- Undertaking learning activities with students of varying abilities to ensure differentiation and access to the curriculum
- Seeking to ensure the promotion and reinforcement of students' self-esteem, appropriate levels of effort and behaviour and to guide students to become independent learners.
- Contributing to the assessment and students' learning, in particular with regard to Literacy and Numeracy.
- Assisting in the development, monitoring and evaluation of programmes of work.
- Keeping up to date tracking files, creating and copying of resources, and using I.T. systems for administration and educational purposes.
- Contributing to and assisting in the development and monitoring of systems for review and recording of student progress including responsibility for key worker students.
- Liaising with teachers in the planning, preparation and evaluation of lessons.
- Planning and/ or assisting in the preparation for educational visits, and where appropriate accompany students.
- Attending and contributing to school staff meetings and in-service training events, within contracted hours or outside normal hours by agreement.
- Assisting in the supervision of Public Examinations and other tests and assessments as directed.
- Assisting in the development and implementation of Personalised Learning Plans.
- Assisting the SENCo in collecting information required for students with SEN, for example in the preparation of Annual Reviews, parents' evenings and higher needs funding bids.
- Assuming sole supervision of whole classes for short periods in the absence of the teacher, but only when it is essential for the teacher to leave a class, such as in emergency-type situations.
- Provide evidence of progress made in lessons using objective and accurate feedback on the range and level of progress and attainment achieved.
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Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are required to be courteous to colleagues and students and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but, in consultation with the post holder, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Please note the offer of employment is subject to DBS, medical, references and satisfactory completion of a 6 month probationary period.



## PERSON SPECIFICATION

Description	Method of Assessment
<b>Qualifications and Training*</b> <p><u>Essential</u></p> <ul style="list-style-type: none"> <li>Excellent English, Mathematics, ICT and communication skills</li> </ul> <p><u>Desirable</u></p> <ul style="list-style-type: none"> <li>Experience of working with children / young people</li> <li>A degree</li> </ul>	<p>Certificates Letter of application</p>
<b>Experience</b> <p><u>Essential</u></p> <ul style="list-style-type: none"> <li>Knowledge of working with secondary school aged students.</li> <li>Good communication skills and the ability to work as part of a team.</li> <li>Ability to be reliable, resourceful and take the initiative</li> <li>Ability to balance priorities and changing demands under pressure</li> <li>Ability to work independently within agreed boundaries</li> </ul> <p><u>Desirable</u></p> <ul style="list-style-type: none"> <li>Some experience of working with children and young people</li> </ul>	<p>Letter of application Application form Interview</p>
<b>Knowledge, Skills and Understanding</b> <p><u>Essential</u></p> <ul style="list-style-type: none"> <li>An understanding of the principles of inclusion.</li> <li>A commitment to promoting equal opportunities and meeting individual needs.</li> <li>Awareness of confidentiality.</li> <li>Competent personal skills in dealing with young people.</li> <li>Commitment to helping every student achieve his/her potential.</li> <li>Ability to work as part of a team.</li> <li>Ability to manage time effectively.</li> <li>Ability to be flexible to the needs of the children.</li> <li>Effective communication, interpersonal and organisational skills.</li> <li>Ability to use ICT/ the internet and email to support students' learning.</li> </ul>	<p>Letter of application Application form Interview References</p>

## PERSON SPECIFICATION CONTINUED

### Crispin's Values and Ethos

#### Essential

- Value the contribution that each individual brings to the school community
- Respect and value diversity and promote equality
- Promote and model mutual respect
- Commitment to inclusive education
- Understand responsibilities related to children's safety and welfare

Interview

### Personal Qualities

#### Essential

- Patience, empathy and compassion.
- A genuine interest in children and young people and a willingness to support and assist them towards independence.
- Good communication skills, flexibility, accuracy, ability to prioritise workload, strong organisational ability.
- Ability to develop and maintain positive relationships with colleagues, staff, students, parents and carers.
- Ability to remain calm under pressure.
- Willingness to constructively challenge the work of self and others to continually improve own and team performance
- Seek to work collaboratively to resolve conflict
- Enthusiasm to support young people to develop intellectually and personally
- Strong commitment to CPD
- Resilience
- Emotional intelligence
- The ability to speak fluent English

Interview

References

#### Desirable

- Possess an excellent sense of humour

**Please note that essential criteria must be met in full**

**\*please note: original certificates will be required at interview, if shortlisted.**

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Headteacher: Paul Reddick BA (Hons), MA, MA Ed