



# Higher Level Teaching Assistant



**COOPERS SCHOOL**

**Application Pack for an Associate Staff Post**

Coopers is a successful 11-18 co-educational school  
with a strong caring and inclusive culture

# HLTA

## Required for an immediate start

**37.5 hours a week / 40 weeks a year**  
**FTE £23,607 pa / Actual Salary £21,140 pa**

A new opportunity has arisen for a High Level Teaching Assistant to work primarily with the Mathematics Faculty. The successful applicant will provide support and guidance to children and young people by removing barriers to learning in order to promote effective participation, enhance individual learning, and raise students' aspirations to ensure they reach their potential. HLTAs also provide cover for individual lessons when required, and this position would suit a graduate who is interested in training to teach with us in the second year.

We are proud of our young people who are committed to their learning, and also of our reputation for academic excellence and the superb care our students receive.

If you are interested, please contact Rachel Gulyas on  
020 8468 1681 / [rgulyas@e21c.co.uk](mailto:rgulyas@e21c.co.uk)

### **Closing Date: Sunday 22 September 2019**

Please note that we encourage early applications, and reserve the right to close this vacancy at any time should the right candidate be found.

This post is considered to be a customer-facing position. As such, it falls within scope of the Code of Practice on English Language requirement for public sector workers. The School, therefore, has a statutory duty under Part 7 of the Immigration Act 2016 to ensure that post holders have a command of spoken English sufficient for the effective performance of the job requirements. The appropriate standards are set out in the person specification. These will be applied during the recruitment/selection and probationary stages.

'Coopers School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'



# Coopers School

Hawkwood Lane Chislehurst Kent. BR7 5PS

Principal: Mrs S Wood BA (Hons) NPQH

An Ofsted  
'Outstanding' Initial  
Teacher Training  
School



Tel: 020 8467 3263

Fax: 020 8295 0342

Email: [adm@coopersschool.com](mailto:adm@coopersschool.com)

Website: [www.coopersschool.com](http://www.coopersschool.com)

*'Enabling learners of today to become achievers of tomorrow'*

September 2019

Dear Applicant

## Re: Vacancy for Higher Level Teaching Assistant

Thank you for your enquiry about our vacancy for a HLTA to work primarily within the Mathematics Faculty. I hope that this pack gives you all the information you need at this stage, and that we can look forward to your application.

The closing date for all applications is Sunday 22 September 2019. However, please note that we encourage early applications and reserve the right to close this vacancy at any time should the right candidate be found. Please send your completed application form and covering letter to [jobs@coopersschool.com](mailto:jobs@coopersschool.com). If you require any additional information or have any questions, please contact Rachel Gulyas on [rgulyas@e21c.co.uk](mailto:rgulyas@e21c.co.uk) or 020 8468 1681.

Yours faithfully

*Sue Wood*

Sue Wood  
Principal

Chair of Governors: Mrs A O'Sullivan

Curious Creative Resilient Respectful Empathetic





# COOPERS SCHOOL

## WELCOME

Coopers is a warm, welcoming and friendly School situated in 33 acres of parkland in Chislehurst in the borough of Bromley, about eight miles from central London. It is a place where all students are happy learners. My mission as Principal is to take Coopers from being a good to an outstanding school. We are very proud of our latest Ofsted Report which shows that we can achieve this.

When the School was last inspected in March 2018, the inspectors said that 'the school continues to be a good school – the leadership team's passion for the welfare of each individual pupil results in a very caring and supportive environment where pupils feel safe and happy.'

- "...setting targets and monitoring outcomes has been an important factor in significantly improving pupils' GCSE outcomes in 2017."
- ".... has also supported students' consistently positive progress in the sixth form in the different subjects offered."
- "Lessons are purposeful with well-structured questioning which helps to consolidate pupils' learning."
- "Senior leaders have been successful in raising achievement and improving the quality of teaching over recent years."
- "The curriculum goes far beyond academic subjects with worthwhile vocational and practical courses."

The inspectors also commented that the very good behaviour of the students makes an important contribution to the welcoming, supportive and orderly learning environment created by the School as we strive for academic success.

We are very proud of our school, of the opportunities we provide, and of its role in the community. We strive to create an environment where each individual is valued, an environment that fosters tolerance and compassion, vibrant, caring relationships, lifelong learning skills and a strong sense of moral purpose. We operate through a core set of values:

- **Curious** - We have active minds, immersing ourselves in new ideas with a thirst for learning. We engage with issues and ideas that have local and global significance.
- **Creative** - We are enterprising and unafraid to challenge and be innovative. We are multi-faceted and independent, understanding that skills are transferable across all disciplines.
- **Resilient** – We understand that we need to be creative and determined in order to achieve our best. We are resilient and resourceful in the face of challenge and change.
- **Respectful** - We are confident and articulate in more than one language and demonstrate appropriacy and respect through our interactions. We act with integrity and honesty, have a strong sense of fairness and take responsibility for our actions. We have self-respect and take pride in our own work.
- **Empathetic** - We reflect on and evaluate our actions and the actions of those around us in order to have a better understanding of the world and our place within it. We are empathetic and compassionate and understand that our lives are interdependent with other people's lives.

Coopers School became a Grant Maintained School in the 90's, followed by a Foundation School and then became an Independent Academy in March 2011. It is a founder member of the Bromley Schools Collegiate with an Ofsted outstanding judgement for ITT.

Our examination results at Key Stage 4 have shown many rises. We are most proud of our post 16 outcomes, the end of the seven year journey, which see ALPs 2 Grades for AS and BTEC and ALPs 3 for A2, significantly above national average. A range of post 16 courses are taught. We are a World IB School and we offer, A levels, AS courses, BTecs and the IBCP. We are the only school in Bromley to offer IBCP (Careers Programme) and currently only about twenty schools in the country can teach this. Of a role of 1600, 320 students are in the Sixth Form. We have an impressive number of young people leave us for top universities and apprenticeship programmes.

## **Our Students**

Our students feel happy and secure. We have a well-developed pastoral system and staff genuinely care about our students as individuals. We encourage students to assume and enjoy responsibility through our Student Leadership and Ambassador Teams. Our highly skilled staff work closely with students to monitor their progress to ensure they exceed their potential. There is an excellent student volunteer peer mentor scheme and students are encouraged to play an active part in the running of the school.

We understand that students need a range of skills and opportunities to fulfil their potential and therefore encourage students to undertake a full range of extra curriculum activities in addition to the educational requirements. We have an extensive enrichment programme, the full details of which can be found on the website.

## **Our Staff**

We recognise and value the skills, knowledge and expertise of all our staff and are committed to supporting their professional development. To this end, we have a vibrant and varied Continual Professional Development programme, which is personalised each year to support both our main school priorities and the individual needs of staff. This programme includes opportunities to share excellent practice between colleagues as well as drawing on external expertise. Cross collaboration between other local schools and schools in the Trust is also encouraged so that best practice is formulated. We encourage and support further learning and research.

Staff give freely of their time to the broad extra-curricular programme which includes sports, music, drama and a host of trips, exchanges, clubs and other activities. There is a blend of youth and experience among the staff and newcomers have always commented on the warm welcome they have received.

Coopers School is an Equal Opportunities employer.



Mrs Sue Wood BSc (Hons) NPQH  
Principal

# The Mathematics Faculty

The Mathematics Faculty at Coopers comprises of an enthusiastic, passionate, hardworking and dedicated team of ten full time Teachers and two HLTAs who specialise in small group intervention work. We aim to create a positive attitude to Mathematics and develop, maintain and stimulate students' curiosity, interest and enjoyment in Mathematics. We encourage problem solving, creativity and independent thought, as well as team work and sharing ideas. Leadership within the Faculty consists of a Director, a Lead Practitioner and Leaders of KS3, KS4 and KS5 Mathematics. Mathematics is taught in a suite of ten classrooms and two intervention rooms, all with interactive whiteboards.

Since 2007 we have continuously improved examination results. Maths is an extremely popular subject at A Level; including Further Maths. Our students consistently achieve over 95% A\* - E grades at A Level and we are dedicated to maintaining and improving upon these results. In 2017, we were in the top 10% nationally for A2 outcomes in Mathematics. Many students leave to join a variety of universities to study Mathematics.

Students are taught in broad ability groups, including groups of more able students who are being fast tracked through their GCSE course, to enable them to achieve the Level 2 Further Maths Qualification in addition to their GCSE by the end of Year 11.

This is an extremely exciting time to be joining the Mathematics Faculty at Coopers with the recent introduction of the new GCSE. Students follow the Edexcel GCSE and throughout all years lessons are focused on developing the students' mathematical processes, through the use of working in context and problem solving. We are committed to ensuring our students can function mathematically in society, as well as equipping them with the necessary skills for future education, training and work.

The continuing professional development of all staff at Coopers is a priority and the Mathematics Faculty is devoted to providing opportunities for staff to further their career. The school recently supported a member of the faculty in successfully achieving a Masters qualification. The faculty is well established in training teachers through the SDS and Collegiate SCITT/SDT programmes; some of whom have progressed to senior positions within the faculty. We have also successfully supported many NQTs in becoming fully qualified teachers.

## FACILITIES

Coopers' campus is set in 33 acres of parkland on the edge of Chislehurst.

The School offers exceptional educational facilities which are continually being extended and developed. We have recently been successful in securing over £8million to enhance our facilities in our peaceful setting. We have now built a £3million new Performing Arts Block which opened in September 2015.

We live in a time of such rapid technological and scientific change that new ways of teaching are needed to prepare children for the world we live in today.

To support this, our technological facilities include:

- Twenty networked computer suites across the school
- Six networked Apple Mac computer classrooms
- Over four hundred wireless laptops available across the site
- Industry standard machinery including a laser cutter and CAD/CAM equipment
- State of the art digital cameras and iPads for sports students to self-assess their performance

## GENERIC JOB DESCRIPTION: HIGHER LEVEL TEACHING ASSISTANT

<b>Title:</b>	Learning Team Higher Level Teaching Assistant
<b>Salary:</b>	Spine Point 10
<b>Conditions:</b>	37.5 hours per week / 40 weeks per year
<b>Line led by:</b>	Member of PLT
<b>Line leadership of:</b>	None

### All staff at Coopers School are expected to:

- actively contribute to the School's achievement culture;
- share our common values of Curiosity, Creativity, Resilience, Respect and Empathy in the face of challenges;
- make a commitment to achieving the highest possible standards in all areas of their work;
- contribute to the development of the School's ethos.

Coopers employs a number of Teaching Assistants and Higher Level Teaching Assistants to support our Inclusion agenda. TAs generally support students in lessons and withdrawal groups. HLTAs support a range of strategies: Maths, English, Library (Reading projects), Science, DT, Humanities, KS4 centre, post 16. Each has specific responsibilities. The roles are exciting and varied and all have a core purpose to support student achievement and wellbeing. The post is suited to an experienced TA or current HLTA or a graduate who is interested in teaching in future. A large number of our HLTAs go on to be teachers. We are an outstanding Ofsted rated ITT provider and provide a number of routes into teaching.

### JOB PURPOSE

- To help raise standards by providing a complementary service that enhances existing provision in order to support learning, participation and encourage social inclusion by developing and maintaining effective and supportive mentoring relationships with children, young people and those engaged with them.
- To provide support and guidance to children, young people and those engaged with them, by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential.
- To work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to children and young people
- Teach specific groups of students to ensure they are making progress within the specific remit of the role.
- Track student progress to ensure value for money for service
- PPS Tutor for a tutor group involving the planning, marking and assessment of Personal Development where required.
- To complement the work of teachers by taking responsibility for agreed learning activities both in and out of School.
- Cover for lessons where appropriate.

### RESPONSIBILITIES

- Use existing data to analyse underperformance and identify support required.
- Set up and evaluate therapy / intervention to improve progress and attainment.
- To plan, deliver and assess learning activities that enable the development of students, adjusting activities according to students' responses/needs.
- To take responsibility for managing the planning, preparation and delivery of different initiatives and to provide high level assistance and guidance in a specialised area.
- To support and deliver agreed learning activities whole classes/groups in the absence of the teacher.
- To provide targeted high level support for any students identified by the Leadership Team, whether individually or in groups, using activities planned by the teacher.
- To monitor and assess students, recording and reporting on students' achievement, progress and developing against pre-determined learning objectives.
- To provide objective and accurate feedback and reports as required on student achievement, progress and other matters, using agreed procedures.
- To maintain a caseload and facilitate children and young people's learning and development through mentoring by identifying learning and development needs, planning for how these needs will be addressed through mentoring and reviewing the effectiveness of mentoring.
- To contribute to the identification of barriers to learning for individual children and young people and provide them with a range of strategies for overcoming the barriers. To develop, agree and implement a time bound action plan with groups and individual children and young people and those involved with them based on a comprehensive assessment of their strengths and needs and to maintain accurate records of work for each identified student. To support children and young people's successful transfer and transition in learning and development contexts.
- To assist in the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement. To contribute to the protection of children and young people from abuse. To develop and maintain

appropriate contact with the families and carers of children and young people who have identified needs and to keep them informed about the student's needs and progress, and to secure positive family support for the pupil.

- To act as a point of contact for accessing specialist support and to build up a detailed knowledge of support available.
- To negotiate, establish and maintain effective working partnerships with other agencies and individuals in order to address needs and help remove barriers to learning for children and young people.
- To keep up to date with the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support to students.
- To attend raising attainment and inclusion meetings where appropriate. To meet regularly with the designated line manager to report on progress of identified students and to review own contribution to the School.
- To liaise closely with the staff in School to ensure that everyone understands and supports the strategies being used to develop the pupils' skills for learning and learning behaviours.
- To attend training and professional development sessions
- Support school trips and display as required

### **General Responsibilities**

- Promote the School's values and ethos in accordance with the School's Professional Code.
- Identify personal training needs with line manager and work actively to develop professional expertise by participating in ongoing professional development.
- Support the professional development of colleagues.
- Ensure that personal knowledge base is in keeping with the School's needs at all times, to undertake all duties with due regard for health and safety regulations
- Contribute to the school's Enrichment Programme
- Contribute to the School Duty Rota.
- To be a trained First Aider
- Comply with all School policies and the Staff Code of Conduct.
- Undertake any other duties commensurate with the level of the post, as required to ensure the efficient and effective running of the school.

If interested a general application for HLTA should be made and then through the interview process each role will be discussed and the best qualified for each post will be decided at that point.

For example:

### **Post 16 specific responsibilities**

- Supervise Post 16 student private study
- Follow up on attendance and punctuality concerns with students and parents as directed by Post 16 academic mentors
- As directed by the Post 16 Team, support students' learning and development by identifying individual and group needs, plan and provide a mentoring programme and evaluate its' impact on attendance and academic progress.
- Develop and maintain appropriate contact with the families and carers of children and young people who have identified needs and to keep them informed about the student's needs and progress, and to secure positive family support for the student.
- To act as a point of contact for accessing specialist support and to build up a detailed knowledge of support available.
- To lead on students' wellbeing and safety including;
  - Leading on Post 16 inclusion meetings with the Post 16 Team
  - Providing SEN support through the Inclusion Team
  - Undertaking home visits
  - Supporting students with bursary applications
  - Accessing multi-agency support.
- Monitor and promote student rewards
- Monitor and supervise student sanctions and use this data to inform actions required to reduce sanction rates
- Lead on celebration and rewards including Leavers Prom, end of year 12 and Y13 leavers assembly, and Leavers Year book



## PERSON SPECIFICATION

<b>Qualifications &amp; Training</b>	<b>Essential</b>	<b>Desirable</b>
Grade C or higher in English and Mathematics at GCSE level or equivalent if not a graduate	✓	
Evidence of relevant and recent professional development/experience (unless straight from university)	✓	
Degree level qualification (if straight from University)		✓
Grade C or higher in A Level qualifications within the subject area you are supporting		✓
Level 4 or higher qualification		✓
<b>Skills, abilities and knowledge</b>	<b>Essential</b>	<b>Desirable</b>
Ability to facilitate children and young people's learning and development	✓	
Ability to maintain a personal caseload and obtain and verify information about children and young people's educational achievements and needs.	✓	
Ability to provide a good role model to children and young people and a commitment to helping children and young people achieve their potential.	✓	
Knowledge and understanding of child protection and health and safety practices and procedures.		✓
Good listening skills and the ability to communicate effectively (verbally, in writing and electronically), with children and young people, families, school staff and a range of other professionals.	✓	
Knowledge and awareness of issues and factors related to underachievement and barriers to learning and participation.		✓
Ability to exercise initiative, work independently and with individuals, institutions and organisations and take responsibility for the delivery of a programme.	✓	
Excellent organisational and time-management skills	✓	
Sound ICT skills and the ability to use ICT for administration and learning.	✓	

### Attributes and attitudes

- personal impact and presence
- adaptability to changing circumstances and new ideas
- evident enjoyment in working with young people energy, vigour and perseverance
- highest possible expectations of self and others
- self-confidence
- enthusiasm
- intellectual ability
- reliability, loyalty and integrity
- commitment and determination to succeed
- ability to manage and overcome setback
- an excellent record of attendance and punctuality
- sense of humour

### Code of Practice on English Language Requirements

- Ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary.
- Ability to choose the right kind of vocabulary for the situation in hand without a great deal of hesitation.
- Ability to listen to stake holders and understand their needs.
- Ability to tailor your approach to each conversation to be appropriate to the stake holder, responding clearly with fine shades of meaning, even in complex situations.

September 2019

**“Coopers School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”**

# Explanatory Notes

Applications will only be accepted from candidates completing the School's Application Form which can be found on the website (under vacancies). Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form. Instructions and advice on "How to apply" can be found on the website: [www.coopersschool.com](http://www.coopersschool.com)

## Safeguarding Children & Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

- Candidates should be aware that all posts in the Trust involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
- Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and, therefore, all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and, if so, the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate be answered not applicable if your duties have not brought you into contact with children or young people.

## Interview Process

After the closing date, short listing will be conducted by a Panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents if external applicants:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy CRB requirements such as a current driving license including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people and staff
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

### **Conditional Offer: Pre-Employment Checks**

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Barred List
- Satisfactory CRB/DBS Disclosure
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

### **For teaching posts:**

- Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)
- Verification of medical fitness in accordance with DfE Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.