

HUNTINGTON SCHOOL



WELCOME FROM THE HEADTEACHER

Thank you for your interest in the position of Teaching Assistant Level 3. This information pack has been compiled to give you key information about our school and the role for which you are applying. I was appointed Headteacher in February 2022 and it is a genuine privilege to lead such a wonderful community!

As outlined in the advert, we have a fantastic opportunity for an experienced Teaching Assistant to work in both the main school and at our enhanced resource provision (ERP)

Huntington School is a highly successful 11-18 co-educational comprehensive school with over 1500 students in years 7-13. As a Teaching Assistant Level 3 you will be working with an experienced team of dedicated colleagues to support the learning of our students. This will be done in our Learning Resource Centre or in the classroom.

The successful candidate will also be expected to support children and young people in our enhanced resource provision (ERP). Huntington ERP is a specialist provision on site, that opened in September 2023. It offers a supportive and nurturing learning environment for children and young people to reach their potential. All children and young people in the ERP will have an EHCP with a primary need of Communication and Interaction (with and without a diagnosis of autism) and are likely to have had support at primary focussed on self-esteem, social anxiety and managing their environment. The ERP will provide a specialist education for those children and young people with social interaction and communication differences and related social anxiety.

Children and young people will be taught by a specialist teacher and supported by a skilled and experienced TA in small groups for the majority of the school day. They will access the mainstream school at Huntington for some lessons, with the number of lessons dependent on strengths and specific interests. The enhanced support will focus on building confidence in social interactions in a nurturing environment, to gain confidence in themselves, become more independent and progress their learning to ensure successful outcomes for adult life.

We are demanding of our staff. We believe that our community deserves an outstanding school and we are committed to further improvements to fulfil our core purpose; *'to inspire confident learners who will thrive in a changing world'*. We provide excellent training and CPD for both teaching and support staff, using the expertise of our Research School to develop an evidence-informed approach to teaching. Fifty percent of our staff are part-time - just part of our pledge to recruit the best and treat them exceptionally well.

This is an exciting time to join Huntington School and be part of our expanding team in our new enhanced resource provision! As Headteacher, I have a clear vision as to how I wish to take this school forward in the years ahead.

If you are an experienced practitioner with a proven track record of planning and delivering interventions for children and young people with communication and interaction needs, then we would like to invite you to apply for this post.

I look forward to hearing from you!

Matt Smith
Headteacher

SCHOOL INFORMATION

“The school’s approach to teachers’ professional development is exceptional and the school’s ‘Research School’ has had an extraordinary impact on teachers’ understanding of how to improve their practice” - Ofsted Oct 2017

Huntington School is a highly successful comprehensive school in the northern suburbs of the historic city of York. Our core values are: Respect, Honesty and Kindness. These are embedded into the school’s ethos and permeate in everything we do.

Founded in 1966 and with the more recent accolade of becoming one of the country’s first and leading Research Schools we have established an enviable reputation for our expertise and innovation in teaching and learning, coupled with our school values of respect, honesty, and kindness.

Huntington is an 11-18 co-educational comprehensive school with a Sixth Form taking our total student numbers to approximately 1516, which includes over 300 students in the Sixth Form. Our students achieve excellent results, year-in, year-out, both at GCSE and A-level. Our A-level results place us in the top 10% of providers nationally and we rarely have any NEET students.

In Oct 2017, Ofsted rated the school **outstanding** in all areas. That judgment is a reflection of a lot of hard work, but only forms part of what makes Huntington so special. As a school, we by no means rest on our laurels, but continually strive to be better.

At Huntington School, we believe that people matter most! We believe our school is made a special place by the students and staff who come here together to learn. We believe that positive, respectful relationships between everyone in our school are crucially important in making Huntington an exciting place to study. We think that we have created an atmosphere at Huntington where we can all thrive together, where the conditions for growth are just right.



SIXTH FORM

“The sixth form provides an outstanding education. Students are purposeful and confident from excellent careers guidance which ensures that they go on to further study, employment or training that is closely matched to their aspirations” - Ofsted Oct 2017.

Our outstanding Sixth Form offers excellent learning and teaching, exciting extra-curricular activities and genuine support for each individual student. Our students are constantly challenged to reach the highest possible standards in their work. We offer a huge range of extra-curricular activities including sport, theatre, music, community activities, and charity work. We ask all our students to make a contribution to the school, local or international community and as a result they are looked on as leaders by younger students in school. Our Sixth Form offers a broad range of courses. There is a wide range of A Level and Level 3 courses available. Results are consistently excellent and this enables our students to enjoy great success in higher education and employment. We provide some A-level courses to the nearby Joseph Rowntree School and they provide a Photography course to our students. In 2021 the Sixth Form was awarded ALPS 1.



RESEARCH SCHOOL

“The school’s ‘Research School’ status has had an extraordinary impact on teachers’ understanding of how to improve their practice” – Ofsted Oct 2017

In November 2016 we were officially designated an EEF/IEE Research School, one of only 22 in the country. Since then, the DfE has put EEF/IEE Research Schools at the heart of raising achievement in the most deprived areas in the country. Huntington has been one of the schools at the forefront of making evidence-based practice the norm in schools. As a Research School our core purpose is to:

- Share and disseminate the very best of evidence-based practice to schools and teachers across Yorkshire and the Humber
- Provide evidence-based training
- Host conferences and events
- Support schools and other educational organisations across the region

We are very proud to take a role in supporting the school-led system as part of a dynamic network across the region, including our Associate Research Schools in Sheffield and the Wolds.

Staff value the opportunity to take part in research and all staff undertake an Inquiry Question every year, focussed on improving their practice. We have staff who both teach in school and work in the research school.

“The school is steeped in research-based practice, which is leading to pupils making rapid gains in their skills, knowledge and understanding” – Ofsted Oct 2017



WORKING AT HUNTINGTON SCHOOL

We believe in recruiting the best and then treating them exceptionally well.

1. Over the last few years, we have implemented working practices which have created a culture where truly great teachers can thrive. Prioritising staff wellbeing; over 50% of our staff work part-time hours; full-time teachers teach 44/50 periods per fortnight, maximum; flexible working arrangements are supported wherever possible; staff can go home if they are not teaching the last period of the day; everyone can take one 'family day' a year fully paid; we provide flu vaccinations for all staff; the staff room has been recently refurbished with better working and rest facilities, increasing ICT provision and fresh coffee after feedback from staff; we have a team of staff from across all areas of school whose remit it is to lead on wellbeing and we dedicate training time to work on strategies to actively improve our wellbeing.
2. We truly believe that we can all be better teachers and understand the value of evidence-informed practice. CPD is planned and prioritised throughout the whole year, so people know what is happening from the outset. Everyone completes an Inquiry Question, with support from the Research School.
3. We actively develop leadership skills through our STARK Staff Development Programme and opportunities such as the Junior Leadership Team and Associate SLT Placements to help individuals develop their chosen career paths.
4. Performance Management is called Performance Development. Our "no lesson judgements" policy came in several years ago; we just discuss how to get better. We begin with the assumption that all of us will get an annual pay rise unless our students' outcomes are poor, and we use our wisdom when making that call, with utter transparency.
5. We minimise admin and data entry (we have only 2 data captures per year) so we can truly focus on what is important to allow meeting time to be dedicated to teaching & learning: on alternate Mondays teachers work on their practice in what we call Curriculum and Assessment Forums (CAFs) from 2.45-4.45 pm.
6. Most policy is designed by the middle-leaders with minimal SLT input, because the middle leaders know what works best. We have a Marking and Feedback policy designed from the bottom up, based upon a set of principles, different according to subject specific needs

“Teachers have strong subject knowledge and high expectations of their pupils” – Ofsted Oct 2017

“The professional development of all staff is exemplary. Leaders believe that ‘every teacher needs to improve, not because they are not good enough, but because they can be even better.’ The school’s training programme responds flexibly to emerging and established priorities and is personalised around the needs of each teacher and teaching assistant. The support for recently appointed teachers and those new to the profession is very strong” – Ofsted Oct 2017



SCHOOL VALUES

The post holder will subscribe to the notion that *we want all members of our School community to value*: Respect; Honesty; Kindness and to believe in the limitless potential of people.



Huntington School

Learn and succeed

Our core values: **Respect, Honesty & Kindness**



Our school is a **safe, inclusive and welcoming** community that everyone feels proud to be a part of.



We hold **high ambition, positive relationships** and **mutual respect** at the core of our school culture.



Our school develops **confidence, resilience** and **independence** for all by delivering a high-quality, **evidence-informed education**.

We celebrate our achievements, learn from our mistakes and support each other to be responsible and hardworking citizens.

GENERAL INFORMATION

As with all job descriptions it may be necessary to undertake any reasonable task required, and sometimes at short notice, that is not described here. All staff need to be aware of and practise the current Health and Safety regulations in accordance with Government, City of York, School and Department policies. The post-holder is expected to be part of the whole-school staff team and to be able to use their initiative. The ability to respond positively to ever-changing and demanding circumstances is essential.



JOB DESCRIPTION

Teaching Assistant Level 3

1.	MAIN PURPOSE OF JOB	
	To work under the guidance of the teacher, within an agreed system of supervision, to implement and deliver work programmes for pupils.	
2.	CORE RESPONSIBILITIES, TASKS & DUTIES:	
	i.	Works under the guidance of the class teacher, SENCO or a member of the school's Senior Management Team within an agreed system of supervision. Works with individual pupils, small groups and where appropriate the whole class* under the guidance of the teacher to implement and deliver programmes of work. (*This is not normally expected to be a regular, time-tabled commitment in the absence of the Teacher)
	ii.	Uses own initiative in delivering and implementing learning activities by application of specific skills, knowledge and experience with and of pupils under the guidance of the teacher.
	iii.	Plans and prepares own work in accordance with the teacher's instructions. May be required to adapt work/activities as directed by the teacher.
	iv.	Contributes to the planning cycle under the guidance of the teacher. Prepares and differentiates work defined within the planning cycle under the guidance of the teacher.
	v.	Assists the teacher in preparation of the classroom and resources for planned work to take place.
	vi.	Contributes to the assessment and monitoring of pupil progress through planned pupil observation, marking, recording and feedback procedures.
	vii.	Works with other adults involved in the education process under the guidance of the teacher and by application of specialist skills and knowledge.
	viii.	Attends and contributes to meetings with other staff, external professionals and parents regarding pupils under the guidance of the teacher.
	ix.	Contributes to the school improvement plan by taking responsibility for specific areas of work that are appropriate to the TA's skills, knowledge and experience as identified by the Senior Management Team.
	x.	Supervises pupils on school visits and in other activities outside of the classroom under the guidance of the teacher.
	xi.	Follows all school policies and procedures, in particular: School's Health, Safety and Security Policy, Child Protection Policy, Behaviour Management Policy, Inclusion Policy, Equalities Policy and Data Protection Policy

	xii.	Participates as required in the school's performance management and supervision systems and take part in appropriate training and development activities
	xiii.	Makes appropriate use of ICT and adhere to policies relating to it, within their work in line with the school's systems of working
	xiv.	Contributes to the overall ethos, work and aims of the school
3.	SUPERVISION / MANAGEMENT OF PEOPLE	
	May be required to supervise other staff	
4.	CREATIVITY & INNOVATION	
	<ul style="list-style-type: none"> • Monitors and is responsive to pupil learning and behaviour at all times by making adjustments to supervised activities. • Monitors and is responsive to pupils' personal needs and communication. • Communicates effectively with teachers, other professionals and parents whenever the need arises and recognises the need to communicate. • On the basis of their knowledge and understanding of pupils, needs and responses to learning, contributes actively to the planning and review of the differentiated curriculum and individual education plans/individual behaviour plans by recommending changes in targets or provision to the teacher. • Provides advisory support and contributes to the professional development of colleagues in relation to their specialist area of expertise. • Participates in the design of classroom and school displays. 	
5.	CONTACTS & RELATIONSHIPS	
	<ul style="list-style-type: none"> • Internal Contributes to the teacher's planning, teaching and assessment of the curriculum - daily. Enables pupils' access to the planned curriculum and meets personal and social needs – daily. Takes part in departmental or whole school meetings as required. Contributes to the professional development of colleagues. Works in collaboration with other support staff - daily. • External Provides information about pupils' progress, strategies and issues eg therapists, nurses, specialist teachers and implements joint recommendations. Shares and discusses pupils' progress and needs and family needs with parents and recommends strategies/courses of action as required. 	

6.	<p>DECISIONS – discretion and consequences</p> <ul style="list-style-type: none"> • Recognises when it is necessary to implement agreed de-escalation strategies to minimise risk of pupils’ behaviour becoming disruptive or dangerous. • Takes action to meet pupils’ needs as they arise to avoid undue physical or mental stress. • Communicates information effectively to teachers, other professionals and parents whenever the need arises. • Recognises when it is necessary to make adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress. • Responds to on-the-spot incidents requiring immediate attention/decisions on/off school premises and/or without direct contact with a senior member of staff.
7.	<p>RESOURCES</p> <p>None</p>
8.	<p>WORK ENVIRONMENT –</p> <p>Work demands</p> <ul style="list-style-type: none"> • Need to implement activities in lessons as planned. Also need to implement actions in relation to specialist area of expertise as required. Work may be subject to some change and interruption. <p>Physical demands</p> <ul style="list-style-type: none"> • Involves mainly sitting with pupils but may have sustained periods of physical activity, involving bending, crouching, lifting, walking and running eg PE lessons, when meeting pupils’ personal care needs, physical interventions with pupils, moving children with physical disabilities, following approved procedures. <p>Working conditions</p> <ul style="list-style-type: none"> • Majority of work takes place in classroom environment, may be involved in outside activities eg supervision of playground, sports field activities, off-site educational activities in all weather conditions as required. <p>Work context</p> <ul style="list-style-type: none"> • Risk of verbal abuse and physical harm from a minority of pupils and members of the public who behave aggressively. • Risk of injury from moving and handling pupils with physical disabilities and caring for and working with small children. • Risk of exposure to bodily fluids when assisting incontinent children with their personal hygiene. • Risk of infection when dealing with unwell children. • May also involve visits in the home – following recognised procedures.

9.

KNOWLEDGE & SKILLS

- Excellent communication skills
- Excellent interpersonal skills
- Time management and organisational skills
- Literacy and numeracy skills
- Team player and team leader skills
- ICT capability – to produce appropriate resources
- In depth knowledge, understanding and skills in relation to their specialist area
- Knowledge of normal child development and children's personal development needs
- Knowledge of strategies which promote good behaviour and discipline
- Knowledge of developmental progression in the emotional curriculum
- Ability to participate fully in planned physical interventions, in pupil personal care routines and in moving and handling pupils with physical disabilities safely, using appropriate mechanical and other lifting devices, following recognised procedures.
- Experience of working in multi-disciplinary teams
- Experience of participating fully in planned intervention programmes for children with emotional and behavioural difficulties.