



Hawkleigh Hall High School

**Recruitment
Pack**



HAWKLEY HALL HIGH SCHOOL

CARR LANE

WIGAN

WN3 5NY

Tel 01942 204640

October 2018

Dear Colleague,

Post: Teaching Assistant

Thank you for your interest in this post. To help you decide if the job would suit you please read through the recruitment pack, which we hope will give you a flavour of what the school is about and of what we expect from the successful candidate.

Hawley Hall is a school with a very positive outlook and a 'can-do' approach amongst staff and students. A strong learning culture is evident because there is an acknowledgement that we are all learners and we can all improve.

The school buildings are very modern and attractive and the site as a whole forms a very pleasant working environment. The school is a happy community with a calm and caring atmosphere. Our discipline policy is based on mutual respect between all members of the community, and the fundamental principle that teachers have the right to teach and students have the right to learn.

If, after having read the enclosed information, you decide that you wish to apply to become a member of our thriving and successful community, please complete an application form, attach a cv and submit an accompanying letter of no more than two sides of A4, then return them to school by Sunday 11th November 2018.

If you wish to have an informal discussion about the post before applying please feel free to contact our Business Manager, Judith Perry, at school.

I look forward to receiving your application.

Yours sincerely,

Mr Philip Rimmer
Headteacher

Encs



**HAWKLEY HALL HIGH SCHOOL
CARR LANE
WIGAN WN3 5NY**

**“An outstanding school providing an excellent quality
of education and care for its students”. (Ofsted)**

GENERAL INFORMATION

Number on roll	:	1022 (rising to 1150 by 2021)
Age Range	:	11 – 16
Teaching Staff	:	70
Support Staff	:	87

Hawley Hall is a high performing, heavily oversubscribed, mixed comprehensive school. Our school has a strong reputation in the region and its success has been recognised in a number of ways in recent years.

In recognition of its outstanding practice, Hawley Hall was made a National Support School in spring 2010. In order to widen our influence, Hawley chose to convert to Academy status on 1st May 2012 with the potential to sponsor under performing schools. Hawley Hall is therefore the lead school of our multi-academy trust called The Rowan Learning Trust. In June 2017, Hawley Hall High School was awarded Teaching School status.

We see successful education as a partnership between parents, students and ourselves. Links with parents are of paramount importance, with regular and frequent contact via parents' evenings, reports, newsletters and the school planner contributing to a continuing dialogue about the education we provide for our children.

The school is situated in the south western part of Wigan, close to the M6 motorway, in an area of substantial private development. A wild fowl nature reserve borders the school grounds providing an open attractive outlook to the site.

ACCOMMODATION

The original buildings of the school were built in 1980 for what was then the Hawley Hall Middle School. Since 1986 there has been extensive building, re-modelling and refurbishment programmes on the site to complete the modern and attractive accommodation which is now Hawley Hall High School. Investment is made annually on refurbishment to keep the fabric at an excellent standard. In September 2017 we opened our newly built Maths block (including ten additional classrooms), three brand new dedicated ICT suites, two additional science labs and two state of the art Food Technology rooms.

ICT

The ratio of students to computers is better than 2:1 including an extensive wireless and mobile solution. Every classroom is equipped with an interactive whiteboard and a Virtual Learning Environment allows access at home.

CURRICULUM

Students in KS3 are taught in either mixed ability forms or sets depending upon subject.

In Years 10 and 11 students follow a core of subjects: English (16%), Mathematics (16%), Science (20%), Physical Education (4%), Religious Education (8%) and choose 3 option subjects. The time allocation is based on 25 one-hour lessons per week.

Special Educational Needs provision is delivered through a combination of in-class support systems and withdrawal. We have 13 resourced places for children on the autistic spectrum.

In 2016 the schools progress 8 measure was +0.22 with a basics measure of 72%. In 2017, students achieved a basics measure of 72% and an attainment 8 of 49.4 with progress 8 of 5.39.

PASTORAL CARE

Pastoral Care is the responsibility of every teacher in school but is formalised on a year basis. Each student comes under the direct care of a form teacher who registers the form daily and looks after the day-to-day routines. Heads of Year (Y6/7, Y8, Y9, Y10, and Y11) with an assistant and attached staff, co-ordinate the pastoral care within the year groups. The form teachers stay with the same year groups as they move through the school.

Our code of conduct and behaviour follows what we refer to as the 'Hawkley Way' – an expected way of doing things based upon mutual respect.

STAFF

There are 70 teachers on the staff, teaching across the full range of age and ability. The teaching staff are supported by 87 professional and very competent support staff. We work as a unified team to support and enhance the learning experiences of our students. At the time of writing this document 98% of teaching is rated as good or better under Ofsted criteria, and 65% outstanding.

TRAINING

We invest heavily in our own staff training and development but we are also a major training provider for staff from other educational establishments. We even have our own, purpose built, high quality training suite.

INSPECTION

There is a link to our outstanding Ofsted report on our website www.hhhs.net.



Person Specification

Essential	Evaluation
GCSE (or equivalent) Maths and English	A
An empathy with children	A/O
The ability to establish effective working relationships with staff and students	O/I/R
High degree of organisation	O/I/R
Ability to work as a supportive team member	A/I/R
Ability to work under own initiative	I/R
Willingness to undergo further professional development	A/I/R
An understanding of confidentiality necessary when working with students	I
Excellent attendance and punctuality record	R
A sympathetic and supportive attitude toward students with additional needs	I/O
Desirable	A/I
Previous experience of working with children	A/I

This post is subject to enhanced disclosure procedures and safer recruitment procedures.

(A=application, O=observation, I=interview, R=reference)



HAWKLEY HALL HIGH SCHOOL

JOB DESCRIPTION

1. INTRODUCTION

1.1 NAME OF POSTHOLDER:

1.2 JOB TITLE: Teaching Assistant

1.3 JOB PURPOSE: Under the reasonable direction of the Headteacher, carry out the professional duties of the post.

Work under the instruction/guidance of teaching/senior staff, in the classroom or outside the main teaching area.

Undertake support programmes.

Enable the access to learning for students.

Assist the teacher in the management of students in the classroom.

Support the aims and objectives of the School

1.4 Line Management: Reporting to Inclusion Centre Manager

1.5 Liaising With: Headteacher, senior leadership team, relevant teaching and support staff, relevant external agencies and parents.

1.6 Salary Scale: Grade 3 Point 10 – 15 £16,863 - £17,972 (pro rata)

1.7 Working Time: 25.5 hours per week term time only, between 8am and 4.30pm

1.8 DBS Disclosure Level: Enhanced

Dated September 2017

TA GENERAL (LEVEL 2)

Grade 3

SUPPORT FOR STUDENTS

- Supervise and provide particular support for students, including those with special needs, ensuring their safety and access to learning activities
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
- Establish constructive relationships with students and interact with them according to individual needs
- Promote the inclusion and acceptance of all students
- Encourage students to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to students in relation to progress and achievement under guidance of the teacher

SUPPORT FOR TEACHERS

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of students' work
- Use strategies, in liaison with the teacher, to support students to achieve learning goals
- Assist with the planning of learning activities
- Monitor students' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers on students' achievement, progress and problems
- Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers
- Administer routine tests and invigilate exams and undertake routine marking of students' work
- Provide clerical/admin support, for example, photocopying, basic typing, filing, money, administer coursework

SUPPORT FOR THE CURRICULUM

- Deliver structured and agreed learning activities/teaching programmes, adjusting activities according to student responses
- Deliver programmes linked to local and national strategies, for example, literacy, numeracy, KS3 and early years, recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop students' competence and independence in its use
- Prepare, maintain and use those resources required to meet the relevant learning activity and assist students in their use

SUPPORT FOR THE SCHOOL

- 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 an appropriate person
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as may be reasonably directed
- Participate in training, other learning activities and performance management as may be reasonably directed
- Assist with the supervision of students out of lesson times, including before and after school as may be reasonably directed
- Accompany teaching staff and students on visits, trips and out of school activities and take responsibility for a group under the supervision of the teacher as may be reasonably directed.
- Be a designated first aider.

Play a full part in the life of the school community, to support its distinctive mission and ethos.

SIGNATURES

The school will 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 below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed
(Support Staff)

Signed
(Headteacher)

Dated
(Support Staff)

Dated
(Headteacher)