



Stoke Newington School  
& Sixth Form

# **JOB PACK**

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**Higher Level Teaching Assistant  
Learning Support Centre**

Dear Applicant,

Thank you for applying for a pack for the post of **HLTA – Learning Support Centre** at Stoke Newington School and Sixth Form.

This is an exciting time to be working with us. We have an oversubscribed school, a diverse and enthusiastic student intake, an Inclusion team well placed to continue to build on its current success and a senior leadership team who will support you fully in further raising achievement for our vulnerable students.

This is a key post for the school. You will be one of a strong team who are keen to develop consistently outstanding practice in supporting our diverse student intake. Our inclusion team are renowned for their work and we want you to be able to both contribute to and develop with our team.

You must have excellent interpersonal skills, drive, determination and energy and the highest expectations of every student and member of staff.

The closing date for receipt of applications is **noon on Tuesday 30<sup>th</sup> November 2021**.

Best wishes,

Mrs Zehra Jaffer  
Headteacher

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## Job advertisement

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### **Higher Level Teaching Assistant - Learning Support Centre**

**Permanent, Starting in October 2021**

**Scale 6, £21,951-£22,749, 31 hours per week, term time only (39 weeks a year)**

#### **The role:**

In this post you will work with individuals and small groups to provide high quality learning support to students with SEMH special needs. You will provide additional support and intervention through a Learning Support Centre model, ensuring the needs of students with who are placed in the Centre for various interventions and types of support are successfully met.

You will develop a holistic approach to meeting Social, Emotional and Mental Health needs, enabling learners to make good progress by working with teachers, other support staff, families and external agencies. You will develop and enhance expertise in supporting students with complex social, emotional and mental health needs through a whole school approach. The work of the HLTA in the Learning Support Centre is with children at risk of permanent exclusion and those with emotional needs to ensure they achieve positive outcomes.

**All posts require a minimum of A\* - C grade GCSE or equivalent in mathematics and English.**

#### **The Inclusion Faculty:**

The Inclusion Faculty has a large team of enthusiastic and committed staff aiming to ensure all pupils at Stoke Newington School & Sixth Form fulfil their potential and fully participate in the school curriculum and community. We achieve this by providing a variety of interventions and support within lessons and in small groups as well as through extra-curricular activities.

We provide an outstanding provision for students with special needs and our work is recognised and well regarded across the borough. Our aim is to ensure we continue to be outstanding in all we do. As a team our expectations and aspirations for pupils is high and we work hard to ensure young people have the confidence, self-esteem and independence necessary to achieve their goals.

The Inclusion team is made up of highly trained and experienced Learning Support Assistants and specialist SEN teachers. This large and diverse team ensures a wide range of needs can be supported at Stoke Newington School & Sixth Form. We work closely with outside agencies and specialists including speech and language therapists, occupational therapists, educational psychologists and the child and adolescent mental health services.

#### **The School:**

This is an exciting opportunity to contribute to the development of a successful 11-19 inner-city comprehensive school which has received a very good OFSTED inspection. The School is committed to getting the best for every student via excellent teaching, an inclusive structure and through creative experiences. We are looking for conscientious, professional team players who are passionate about ensuring every one of our students achieves their full potential.

**Applying for the role:**

If you are interested in joining our team please download an application pack from our website [www.sns.hackney.sch.uk/jobs](http://www.sns.hackney.sch.uk/jobs). Please name your application file with your full name and the role you're applying for and submit to [recruitment@sns.hackney.sch.uk](mailto:recruitment@sns.hackney.sch.uk).

The closing date for receipt of applications is **noon on Tuesday 30<sup>th</sup> November 2021**.



## Job description

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### Learning Support Centre – Higher Level Teaching Assistant Job Description

#### Aims:

- To provide additional support and intervention through a Learning Support Centre model, ensuring the needs of students with who are placed in the Centre for various interventions and types of support are successfully met.
- Develop a holistic approach to meeting Social, Emotional and Mental Health needs, enabling learners to make good progress by working with teachers, other support staff, families and external agencies.
- To develop and enhance expertise in supporting students with complex social, emotional and mental health needs through a whole school approach.
- To work with children at risk of permanent exclusion and those with emotional needs to ensure they achieve positive outcomes.

#### Main Tasks and Responsibilities:

1. To support students with SEMH placed in the Learning Support Centre with a view to successful re-integration to their normal timetable as directed by the centre manager.
2. To work with individuals and groups both within and outside the classroom setting.
3. To help plan the reintegration of students after extended absence or exclusion.
4. To monitor progress before, during and after the intervention to measure the impact.
5. To organise training for other support staff.
6. To attend and participate in multi-disciplinary meetings.
7. To act as a key worker for some students with EHCPs for SEMH and to chair their annual reviews.
8. To deliver social, emotional and mental health programmes and enrichment opportunities to help students overcome barriers to learning. This will be in 1:1 and small group situations.
9. To identify barriers to learning, not just behavioural, and to work with students on addressing the gaps.
10. Establish therapeutic relationships with students and interact with them according to individual needs.
11. Promote the inclusion and acceptance of all students.
12. Encourage students to interact with others and engage in activities led by teachers.
13. Set challenging and demanding expectations and promote self-esteem and independence.
14. To help students develop resilience and independence, both learning in lessons and forming positive relationships with peers and staff.
15. Provide feedback to students in relation to progress and achievement under the guidance of teachers.
16. Support student behaviour management strategies and policies of the school.
17. Sustain an active engagement with families of designated students to help them explore issues and make changes in areas that may be affecting their child's learning and development.

## Person Specification

	Essential	Desirable
<b>Qualifications</b>		
1. Level 4 HLTA qualification.	✓	
2. Training in relevant intervention strategies for students with SEMH.	✓	
3. GCSE (or equivalent) English and maths grade C or above.	✓	
<b>Experience</b>		
4. Significant experience in a relevant post.	✓	
<b>Knowledge</b>		
5. Knowledge of the SEN Code of Practice.	✓	
6. Knowledge of relevant intervention strategies for students with SEMH.	✓	
7. Knowledge of behaviour management strategies.	✓	
8. Understanding of principles of child development and learning processes.		✓
<b>Skills</b>		
9. Very good numeracy and literacy skills.	✓	
10. Very good ICT skills		✓
11. Ability to keep effective records.	✓	
12. Ability to self-evaluate learning needs and actively seek learning opportunities.	✓	
13. Ability to work with a variety of staff members to effectively co-ordinate the access arrangements provision.	✓	
14. Ability to relate well to children and adults	✓	
15. Strong ability to work constructively and collaboratively as part of a team	✓	
16. Displays commitment to the protection and safeguarding of children and young people.	✓	