

Haggerston School

**Information Pack
Higher Level Teaching Assistant
Specialism: Autism Spectrum Disorder and
Social, Emotional and Mental Health**



Aspiration | Creativity | Character

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Haggerston School

Dear Candidate,

Thank you for expressing an interest in working at Haggerston School. We are a successful inner-city community school, with a very diverse student population. You would be joining us at an exciting stage of our development from a Good to an outstanding school. Our aspiration is to become one of the best schools in the country and you could play a key role in realising that vision and ambition.

We are looking for someone who has drive and energy, optimism and belief in themselves and others. Someone who believes that all children and young people can achieve excellence, given the right educational support and crucially, the highest standards of teaching. You will also bring resilience, determination and a motivation to transform the opportunities of young people in all parts of the community we serve.

Haggerston is a great place to work. There is a warm and supportive culture and staff feel valued because the school invests in their professional development and wellbeing. We focus on developing simple, sustainable systems which staff can execute well and consistently because we feel this is the key to long-term school improvement. We want our staff to be positive and energetic, with a real investment in the school so we believe in fostering a culture of healthy work-life balance and strong professional relationships. You would also be working in a Grade II listed building, designed by Erno Goldfinger, in a vibrant part of London.

If you are interested in finding out more about the opportunity to work at Haggerston School, please visit our website. To apply you will need to complete the application form which can be found at: <https://haggerston.hackney.sch.uk/our-school/recruitment/> by 9:00am on **Friday 28th February 2020**. Alternatively, you can also request and submit your application by email at: recruitment@haggerston.hackney.sch.uk. If you would like any further information or wish to discuss this role, please contact the HR Department on **020 7749 4579** or recruitment@haggerston.hackney.sch.uk.

I look forward to receiving your application.



Yours sincerely,

A handwritten signature in black ink, appearing to read 'Ciara Emmerson', written over a light grey rectangular background.

Ciara Emmerson - Headteacher

THE HAGGERSTON WAY - OUR MISSION

Aspiration

We strive to be the best versions of ourselves. We work hard every day to master the knowledge and skills we need to lead successful, fulfilled lives.

Creativity

We create beautiful work to inspire others. We are independent-minded, creative thinkers and problem-solvers.

Character

We are articulate, confident and determined individuals. We work to build the qualities of Resilience, Ambition, Curiosity and Community Spirit.



STAFF REWARDS AND BENEFITS

Incentives:

- Generous **annual leave allowance** for support staff
- **Childcare Vouchers**
- **Cycle-to-Work Scheme**
- **Tech Scheme**
- **Pension Scheme** - Auto-Enrolment into the Local Government & Teachers' Pension Schemes
- **Season Ticket Loan scheme** (to support with travel expenses)

Professional Development:

- **Performance Appraisal** process enables tailored, personalised professional development
- Access to high quality in-house and external **professional training, including NPQML/SL & NPQH**
- **Annual programme of Leadership development opportunities**, including Leadership lectures and coaching
- Support to complete further academic study and professional qualifications
- Two INSET days per year devoted to **curriculum planning time** in faculties

Lifestyle & Wellbeing:

- **Health and Wellbeing weeks** - three meeting-free weeks over the course of the year, which include wellbeing events for staff such as yoga, massages and mindfulness classes
- **Healthy Eating Options** - subsidised meals available from the canteen and a designated staff coffee shop selling healthy sandwiches, hot and cold drinks, cakes and pastries
- **Parking** - Onsite car parking facilities and bike sheds
- **Staff counselling service** - Aspace provide a professional service free of charge to staff
- **Occupational Health Service** - Medigold Health provide free health advice and support to staff
- **Access to school 3G pitch** - Staff football after school on Fridays
- **CSSC Sports and Leisure (Civil Service Sports Council)** - Staff are eligible to join for £4.25 per month and gain access to Free Entry to English Heritage sites for the member and family, half price cinema tickets, 2 for 1 Tastecard for use in a range of restaurants, 50% off theme park entry
- **Free annual Flu Vaccination available**

EQUALITY & DIVERSITY - ACTIVELY BUILDING OPPORTUNITIES FOR ALL

Haggerston is a diverse school community; a strength we celebrate and promote. We are committed to equality of opportunity for all members of the School Community and recognise our duty under the law to oppose all forms of discrimination, including on the basis of disability, gender, pregnancy and maternity, religion or belief, sexual orientation and marital or civil partnership status. We oppose all bullying and unlawful discrimination on the basis that a person has a special educational need or learning difficulty, or because English is an additional language. These beliefs are fundamental to how we think and operate as a school, our commitment to principled leadership, and to the values we teach our students.

We ensure that all policies and practices comply with the public sector equality duty set out in section 149 of the Equality Act 2010. However, we want to go further than meeting our statutory duty. In recognition of the lack of diversity in leadership across the education sector and beyond, we seek to provide opportunities for career development for all staff, including those who are often under-represented, such as women, black and ethnic minority leaders. There are some practical steps we can take to support this, such as welcoming applications from staff proposing job shares, looking favourably upon flexible working and part time requests and providing a range of leadership opportunities within school, such as leadership lectures (including from successful female, black and ethnic minority leaders). We are conscious in our recruitment process to mitigate against unconscious bias and seek, wherever possible to have diverse recruitment panels.

SAFEGUARDING

Haggerston School is committed to Safeguarding Children; we have no higher duty than to ensure student safety and wellbeing, educating students so that they can lead successful fulfilling lives. It is a responsibility shared by all staff, governors and those who visit our school.

We also work with parents, carers, local and national agencies to address concerns and keep children safe from harm and exploitation.

In executing these duties, we undertake to:

- Train all staff (including temporary staff) to develop their understanding of how to recognise the signs and indicators of abuse, to know how to respond to a child who discloses abuse and recognise signs of vulnerability to radicalisation or extremism
- Support staff who have dealt with issues around abuse
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Encourage the development of self-esteem and resilience
- Ensure children know that there are adults in the school whom they can approach if they are worried
- Ensure there is a member of staff designated for the support of 'Children in Care'

- Include opportunities in the PSHE curriculum for children to develop the knowledge needed to recognise and stay safe from abuse
- Regularly review and update our procedures, policies and practices
- Work with parents and carers in partnership to create positive relationships that safeguard children and support families
- Work with agencies to share information and support families
- Ensure robust safer recruitment processes are in place at all times, including for temporary staff and visitors to the school site.



JOB DESCRIPTION

POST TITLE:	Higher Level Teaching Assistant - Specialism: Autism Spectrum Disorder (ASD) and Social, Emotional and Mental Health (SEMH)
STATUS:	Permanent, Term Time, 36 hours per week
SALARY:	SO2
LINE MANAGER:	SENDCo

Purpose of the post:

To provide a higher level of support for teaching and learning under the direction of the SENDCo and other teaching/senior staff and to lead and supervise Teaching Assistants, having due regard to the school's aims, objectives, schemes of work and policies, and relevant national requirements.

The post will have a particular focus on supporting pupils with Autism Spectrum Disorder (ASD) and the staff working with them in the classroom and other settings in the school.

DUTIES AND RESPONSIBILITIES

Direct Responsibilities:

1. Support for Pupils:

- Use specialist (curricular/learning) skills/training/experience to support pupils.
- Hold a caseload of Special Educational Needs and Disabilities (SEND) and manage Education, Health and Care Plans (EHCPs) and Annual Reviews.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.
- Use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.

2. Support for the Teacher:

- Work with the teacher to establish an appropriate learning environment.
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required, to the teacher and SENDCo on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested.
- Undertake marking of pupils' work and accurately record achievement/progress.

- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Liaise with the SENDCo, subject teachers and Inclusion staff to ensure maximum impact on student learning and progress.
- Administer and assess routine tests.
- Produce and maintain classroom resources, displays and classroom layout in consultation with the teacher.

3. Support for the Curriculum:

- Plan and lead interventions, and be responsible for the supervision of students, including individual, small group and whole class as directed by the SENDCo or Heads of Faculties.
- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- Implement local and national learning strategies eg. literacy, numeracy, KS3 and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Help pupils to access learning activities through specialist support.
- Determine the need for, prepare and maintain general and specialist resources.
- Line management of Teaching Assistants:
- Line-manage a team of Teaching Assistants, including organising placements and arranging cover and keeping Teaching Assistants and all other relevant staff informed of any changes/developments.
- To keep the SENDCo informed of staff deployment and timetabling requirements.
- To convene Teaching Assistants meetings and ensure notes of discussion and action are kept.
- Provide guidance to Teaching Assistants, including role modelling and supporting their training and assisting in assessing needs.
- Represent Teaching Assistants at meetings, ensuring their role is included in the planning of work and the achievement of school aims.
- Undertake Performance Management and appraisal of staff supervised.

4. General:

- 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 pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos, work and aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime, if required and in agreement with line manager.
- Cover known and unknown absences across the school where needed.
- Be a tutor or co-tutor when needed.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- Promote equal opportunities at all times.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher and SENDCo, to support achievement and progress of pupils.

- Communicate sensitively and effectively with parents and carers, recognising their roles in pupils' learning.
- Work collaboratively with colleagues, and carry out your role effectively, knowing when to seek help and advice.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- To promote community cohesion.
- Improve own practice, including through observation, evaluation and discussion with colleagues.
- Attend team meetings on a regular cycle as agreed within the school calendar.
- Attend parents' evenings, whole school events, revision classes and staff professional development as appropriate, these hours will be negotiated as part of additional working time.
- Be willing to undertake first aid training and once qualified to administer, on a rota basis, first aid to staff and pupils.
- Be willing to act as a Fire Marshall.

Whilst every effort has been made to set down the main duties and responsibilities of the post, each individual task to be undertaken may not be identified. This job description is current at the date shown, but, in consultation with you, may be changed by the Head teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

The post holder will be expected to work flexibly and carry out all duties in compliance with the school and learning Trust policies.

PERSON SPECIFICATION

Higher Level Teaching Assistant

Specialism: Autism Spectrum Disorder (ASD) and Social, Emotional and Mental Health (SEMH)

Qualifications	Rating	Shortlisting Criteria
Have obtained or be prepared to obtain an HLTA Qualification	E	X
At least intermediate level qualifications such as GCSE A* - C in Mathematics and English or NVQ Level 2 and willingness to work towards advanced or Level 3	E	X
Good first degree with high level of academic literacy	D	X
Experience		
Experience of 3 years or more, working in a comprehensive and multicultural school environment	D	X
Ability and experience of working with pupils aged 11-18 years with Autism in a support or similar environment	E	X
Experience of leading interventions and supervising pupils within a mainstream class, in a small group and on an individual basis	E	X
Experience of developing and sharing strategies to meet a specific area of additional need	E	X
Experience of planning, developing and reviewing support to meet the needs of individual students	E	X
Experience of monitoring, recording and reviewing student progress	E	X
Experience of liaising with external agencies	E	X
Line-management experience	D	X
Professional Knowledge and Understanding		
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation	E	X
Working knowledge of the national curriculum and other relevant learning programmes	E	
Awareness of themes underlying Every Child Matters	E	
Awareness of pupils' diverse needs, backgrounds and aptitudes	E	X
Working knowledge of a range of additional needs and strategies that may be employed to overcome barriers to learning	E	X
Skills, abilities and personal qualities		
Ability to interpret pupil data and use that data to plan lessons which address the needs of pupils	E	X
Excellent written and oral numeracy, literacy and communication skills	E	
Ability to plan effective actions for pupils at risk of underachieving	E	X
Ability to self-evaluate learning needs and actively seek learning opportunities	E	
Ability to devolve responsibilities, delegate tasks and monitor outcomes	E	
Ability to use word processing and database packages	D	
Excellent organisational skills and ability to meet deadlines	E	
Ability to work sensitively in partnership with adult colleagues	E	
Ability to work constructively as a proactive team member, understanding classroom roles and responsibilities and own position within these	E	
Ability to use non-confrontational strategies with young people	E	
Desire to undertake further professional development relating to inclusion	E	
Committed to continually improving performance of self and team	E	
Ability to produce and adapt learning materials using ICT	E	

Good presentation skills	E	
Able to work creatively, flexibly, with enthusiasm and with initiative	E	
Resilience and determination when faced with difficult tasks	E	
Commitment to the protection and safeguarding of children & young people	E	

E: Essential

D: Desirable

Please address the shortlisting criteria in your Application Form and Personal Statement, all other criteria will be assessed at interview and via references.

Higher Level Teaching Assistant Specialism: Autism Spectrum Disorder and Social, Emotional and Mental Health

Permanent, term-time only

SO2: £33,759 to £34,986pa (FTE) up to £30,188 pro rata

We wish to appoint an exceptional Higher Level Teaching Assistant to provide a higher level of support for teaching and learning and to lead and supervise Teaching Assistants. The post will have a particular focus on supporting pupils with Autism Spectrum Disorder and Social, Emotional and Mental Health needs and the staff working with them in the classroom and other settings in the school.

Haggerston School was judged 'good' by OFSTED in October 2017. The OFSTED report noted: "Staff have high morale. They are proud to work at the school and feel that leaders support them in a variety of ways. These include providing training to meet their individual needs. Teachers new to the profession value the high-quality mentoring and support that they receive. They also appreciate the career opportunities provided by the school."

We are looking for a Teaching Assistant who:

- is passionate about supporting pupils to achieve their full potential
- can demonstrate excellent awareness of pupils' diverse needs, backgrounds and aptitudes
- has the ability to build good relationships with all students and adults
- can promote and maintain the highest standards in all aspects of the work in the school

We can offer you:

- children and young people who are eager to learn and progress
- staff who are collegiate, committed to their own professional development and to improving outcomes for the students here
- an excellent physical environment newly refurbished and extended under BSF
- a school committed to your professional development
- work in a team where your skills, enthusiasm and hard work will be appreciated

If you are passionate about providing young people with a safe, supportive environment in which to ensure their success, we want to hear from you.

Download an application pack from the school's website or you can request one by contacting the HR Department via e-mail: recruitment@haggerston.hackney.sch.uk
Application forms can also be returned to HR via email.

Application closing date: 9am on Friday 28th February 2020

Provisional Interview and Assessment: w/c 2nd March 2020

Haggerston School is committed to the safeguarding and welfare of young people and expects all staff to share this commitment. Our commitment is underpinned by robust processes and procedures that seek to minimise risk and continuously promote a culture of safeguarding amongst our workforce. All posts within the school are subject to an enhanced DBS check. We welcome applications from all sections of the community, regardless of gender, race, religion, disability, sexual orientation or age.



APPLICATION AND RECRUITMENT PROCESS - EXPLANATORY NOTE

Application Form

- Applications will only be accepted from candidates completing the enclosed application form in full.
- Candidates should be aware that all posts in the School involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. Please see job description.
- 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.
- The successful applicant will be required to complete an enhanced Disclosure from the Disclosure and Barring Service (formerly known as the Criminal Records Bureau).
- We may seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications, before interview.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether you have been the subject of any safeguarding (child protection) allegations or concerns and, if so, the outcome of any enquiry or disciplinary procedure. If you are not currently working with children but have done so in the past, that previous employer will be asked about those issues. Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children, although he/she may, where appropriate, answer not applicable if your duties have not brought you into contact with children or young persons.
- 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 are selected, and possible referral to the police and/or the Disclosure and Barring Service.

Invitation to Interview

- If you are invited to interview this will be conducted in person and will explore any safeguarding issues and suitability to work with children as well as your previous employment record.

Conditional Offer of Appointment: Pre-Appointment Checks

Any offer to a successful candidate will be conditional upon:

- receipt of at least two satisfactory references (if these have not already been received)
- verification of identity and qualifications
- Barred List Check
- a satisfactory enhanced Disclosure and Barring Service check

- where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as the school may require in accordance with statutory guidance
- verification of medical fitness in accordance with DCSF Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training
- satisfactory completion of a probationary period

WARNING

Where a candidate is:

- found to be on the Barred List, or the enhanced Disclosure and Barring Service disclosure shows he/she has been disqualified from working with children by a Court; or
- found to have provided false information in, or in support of, his/her application; or
- the subject of serious expressions of concern as to his/her suitability to work with children,

the facts will be reported to the Police and/or the Disclosure and Barring Service.