



ST EDMUND'S
SCHOOL
CANTERBURY

HLTA Vacancy (42.5 hours)
Permanent Post: September
2021

Letter to Candidates

Dear Candidate,

Thank you for your interest in the post of HLTA at St Edmund's Junior School. This is a permanent, full-time, term time only post (42.5 hours per week). The successful candidate will be expected to provide normal class-based interventions, which could include small group or 1:1 support throughout the day depending on need and the successful candidate is also expected to cover teaching in classes as required. In addition to class-based work, the role also requires cover at lunchtimes and help with running our Late Stay Provision after school. This is an exciting time of growth for our school, and this role presents a real opportunity for the right adult to be part of our journey.

St Edmund's is an independent 3-18 co-educational day and boarding school. The Junior School has approximately 210 pupils and, whilst selective, we welcome a broad range of pupil ability. We are lucky enough to have extensive grounds and facilities and links to Canterbury Cathedral. The 25 Cathedral Choristers board and are educated at our school. The pupils at St Edmund's are well behaved, enthusiastic learners. Parental support is very strong, and the Governing Body is committed to improving outcomes for our children. The staff team are dedicated and hard-working and have a real passion for our school. Pastoral care is a great strength, and the school remains committed to accelerating children's progress, raising standards and achievement.

The closing date for applications is 09.00am on **Monday 7th June 2021** with the interviews being held on **Thursday 10th June 2021**. Should you be selected for interview, further information will follow but please be prepared to allow the whole day for the process. Please note that references will be sought for all candidates. When applying for the post, please complete a covering letter (addressed to me) and a St Edmund's Application form. Please do not submit a CV.

Please read through the job description, person specification and visit our website to get a flavour of our school. If you feel you would enjoy the challenge and rewards of working at St Edmund's, I would be pleased to receive your application. It is very important that the statement in support of your application (found in the application form) does not re-state details included elsewhere in the application but addresses:

- why you are applying for the post of HLTA at St Edmund's Junior School
- the Job Description and Person Specification

I very much look forward to hearing from you. Please return your covering letter and completed Application Form to Sarah Hudson (HR Manager) by 09.00am on Monday 7th June 2021 - slh@stedmunds.org.uk. If you would like to discuss the role with me, please contact the Junior School Secretary, Mrs Yvonne King (yk@stedmunds.org.uk) to arrange a phone call or a TEAMS meeting.

Good luck!

Mr Andrew De Silva
Head teacher

Advert: HLTA permanent (including lunch and after school cover)

Do you want to work in an inspiring setting, with wonderful colleagues and with engaging, creative and enthusiastic children? Do you believe that all children have the potential to make more than expected progress? If so, please read on.

Thank you for your interest in the vacancy for the HLTA post at St Edmund's Junior school. This is such an exciting time for the school. The pupils at St Edmund's are absolutely delightful and are enthusiastic learners. Parental support is very strong and the Governing Body is committed to providing our children with the very best teaching and learning.

Tasks will include:

- Whole class teaching – to cover teachers and to support teaching and learning across the school
- Carry out interventions to support teaching and learning
- To liaise with class teachers and leaders to provide support for pupils
- Provide lunch cover
- Provide after school cover

We are looking for someone who is:

- Excellent in the classroom, with an outstanding ability to engage and enthuse children
- Able to challenge, support and motivate all children to achieve high standards
- Able to work under pressure with good time management skills
- Adaptable and flexible to changing scenarios
- Able to think creatively and adapt learning to motivate and meet needs
- Able to modify work/timetable to meet needs of all pupils
- Able to support the pastoral needs of the pupils.
- Eager to take a full and active part in all aspects of our school community
- Naturally positive and a fun team player – with a great sense of humour!

In return, we can offer you the opportunity to:

- Work within a school community that is proud of its achievements and well-motivated to continue to develop further
- Work within a supportive team

To apply please email an application form and covering letter to Sarah Hudson, HR Manager at slh@stedmunds.org.uk by the specified deadline time and date. If you would like to discuss the role with the Head (Mr De Silva), please contact the Junior School Secretary, Mrs Yvonne King (yk@stedmunds.org.uk) to arrange a phone call or a TEAMS meeting.

Details about the post

Details about the post	
HLTA	
Type of post	Full time, term time only: 42.5 hours per week FTE = £22, 379 Pro Rata Actual salary = £18,937.05 8.30 -12: LSA/HLTA 12 – 1pm: Lunch duty 1.30 – 3.30: LSA/HLTA 3.30 – 5.30: Late Stay duty
Safeguarding of pupils:	
School statement	St Edmund's is committed to safeguarding children and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment. We will ensure that all of our recruitment and selection practices reflect this commitment. All successful candidates will be subject to enhanced DBS checks along with other relevant employment checks.
Context for the vacancy:	
Expected start date	ASAP
End date	N/A
Working Hours	42.5 hours per week (Full time to include 30 minute unpaid lunch break)
Equal opportunities:	
School statement	Rationale St Edmund's School is committed to equal opportunities for all pupils and staff, regardless of race, gender, age, physical disability, political or religious affiliations or marital status, and this is fundamental to the ethos of the school. Purpose <ul style="list-style-type: none">•To provide an environment in which all pupils feel equally valued and have equivalent opportunities as others, regardless of race, gender, age or physical disability, in all areas of the curriculum.•To ensure that there is an equal opportunity for employment development and promotion for all staff and that they are not discriminated against on grounds of race, gender, age, physical disability, marital status, religion or politics. Guidelines <ul style="list-style-type: none">•Recruitment, development and promotion of staff will be based solely on the criteria of merit and ability and suitability for the job.•No job application or employee will receive less favourable treatment on the grounds of gender, race, ethnic or national original, marital status, domestic circumstances, age, sexuality, disability, political or trade union activity or religious beliefs
Information about the recruitment and selection process:	
Closing date for applications	Noon on Monday 26 th April 2021
Interview day	Friday 30 th April 2021

Person Specification

	Essential
Qualifications	<ul style="list-style-type: none"> • Meet HLTA standards or equivalent qualification or experience. If not currently qualified as an HLTA, candidate will be expected to complete the qualification as soon as possible. • NVQ4 for Teaching Assistants or equivalent qualification or experience • Excellent literacy/numeracy skills • Training in relevant learning strategies • Minimum of 2 years' relevant experience in a teaching/learning/child support working environment
The Classroom	<ul style="list-style-type: none"> • High expectations of all pupils • Understanding of statutory frameworks related to teaching • Good communication skills and able to clarify and explain instructions clearly • Can use ICT effectively to support learning • Working knowledge and experience of implementing national curriculum and other relevant learning programmes/strategies • Firm, sensitive and effective approach to pupil discipline • Able to work at an advanced level with the teacher in planning and delivery of teaching and learning, particularly of those with SEND • Able to implement individual and group behaviour management plans where appropriate • Able to monitor, evaluate and record pupil progress • Experience of working with a whole class of children and evidence of progress in English and Maths • Ability to apply knowledge and skills from training in practical context • Able to prioritise tasks – this is particularly important given the complex nature of the role (class cover, intervention and SEND) • Experience of working with children with SpLD (dyslexia, dyscalculia in particular) • Empathy with pupils and sympathetic to their needs and the vision and aims of St Edmund's School • Ability to motivate and encourage children appropriately
Personal Qualities	<ul style="list-style-type: none"> • Full working knowledge of relevant policies/codes of practice/legislation • Professionally discreet and able to respect confidentiality • Well developed interpersonal skills and sense of humour enabling effective relationships with a variety of people • Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these • Able to organise, lead and motivate a team (there may not be a need for the candidates to lead a team initially) • Flexible in relation to tasks undertaken and able to prioritise • Ability to work independently and with initiative

HLTA job description

Date: September 2021

To complement the professional work of the teacher by taking responsibility for agreed learning activities.

Role requirements

Accountabilities	Accountability statements
Support for pupils	<ul style="list-style-type: none">Assess needs of pupils and provide evidence/reportsSupport EHCPsRoutinely provide cover for teachers – liaising with the DHT
Support for the teacher	<ul style="list-style-type: none">Working unsupervised, manage the learning environmentWhen necessary, plan challenging learning objectivesProvide accurate feedback and reports on pupil achievement when requiredLiaise with parents when instructed on behalf of the teacher to report on/review pupil progress
Support for the curriculum	<ul style="list-style-type: none">Work alongside the teachers in development of curriculum programmes when requiredDeliver learning activities, select and prepare resourcesAdvise/suggest on the deployment of specialist equipment
Support for the school	<ul style="list-style-type: none">Take initiative to develop multi-agency support when necessary and with consultation with class teacher/phase leader/Head of AEN (SENCO)Lead, advise and support others in area of expertise when requiredDeliver out of school learning activities that consolidate class workPositive role model to LSAsSelect and develop opportunities for managed staff
Corporate and statutory initiatives	<ul style="list-style-type: none">Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace

Working conditions

- School and classroom based learning environment
- External working on trips, educational visits and residential.
- Manual handling responsibilities
- Willing to develop skills in restraint techniques for dealing with certain behaviour
- Expected to maintain behaviour management standards of children
- Health and Safety responsibility for self, children and area which is particularly demanding in a child-centred environment
- When not covering for teachers, the HLTA will be directly supporting pupils (similar to an LSA role)

Key decision making areas in the role

- Whilst working under the general direction of the teacher, will work unsupervised and without the presence of the teacher and will plan, implement lesson plans, deal with pupil behaviour and make judgements about pupil progress/pupil needs without reference to the teacher – but will keep the teacher informed
- Due to training and expertise, will carry a specific specialist responsibility (e.g. sign language etc.) and support and develop other staff in the school when help is needed in this area
- Potentially lead performance management of a small team and decide on what development opportunities are appropriate for managed staff
- There is a high confidentiality component and need to hold the trust and confidence of both the pupils and staff. They may acquire information on safeguarding/family sensitive issues which must be treated carefully and appropriately following school procedures

The role dimensions

- Guide teaching staff in the area which they hold a specialist qualification/knowledge. They will also brief and support new staff (including teachers) on the stage of development of pupils
- Written reports required from HLTAs are detailed
- Undertakes whole class teaching/supervision as required and according to the needs of the school

The main contacts

- Internal (in school) – frequent contact with pupils to support learning and meet wider needs, other colleagues, teachers, the Head of AEN, deputy head teacher, head teacher, members of the Governing Body
- External (outside school) – (usually under the direction of the teacher/year leader/Head of AEN) parents/guardians/carers, Education Psychologist, Welfare officers, other Local Authority specialist colleagues, outside contractors, specialist groups on educational visits, students
- Regular meetings will be held with the Head of AEN to assign priorities.

Job Description: Continued

Date: September 2021

Supporting Pupils

In consultation with class teachers and the Head of AEN, support pupils in the following ways:

- Adopt a person-centred approach: be able to relate well to children, understand their individual circumstances, needs and aspirations. Establish respectful, trusting, supportive and constructive working relationships with all pupils so that they can reach their full potential.
- Implement a of variety known strategies that will enable identified children to learn as effectively as possible. This will involve assisting in their weak area e.g. language, behaviour, reading or presentation, and may include devising complementary learning activities, offering motivation and encouragement, creating visual supports etc.
- Ensure the child is able to use equipment and materials provided.
- Actively encourage acceptance and integration of children with special needs both within and outside the classroom environment. A willingness to help run nurture groups and to contribute to the pastoral care of our pupils is essential.
- Carry out intervention programmes for identified children including testing, recording results, setting new goals and showing children strategies for learning.
- Work with groups of pupils and individual pupils in lessons ensuring that their needs are met while encouraging independence.
- Liaise with outside agencies when necessary. Prepare and carry out specific programmes using advice from outside agencies (e.g. Speech Therapist, Physiotherapist, Occupational Therapist).
- Work collaboratively with teachers and other teaching assistants, discussing the needs and progress of children receiving support and contribute to review meetings.
- Write succinct session plans and add subsequent evaluative comments as a record of involvement.
- Attend training to increase personal knowledge and share ideas with other school staff as appropriate.
- Demonstrate a working understanding of current theory and practice in relation to learning, care and support for young people who have special educational needs including the SEN Code of Practice.

Year Groups and School organisation

Support year groups and School organisation in the following ways:

- Develop and foster good relationships with parents.
- Prepare first aid equipment and other resources for school visits.
- Participate in school visits, including residential visits where appropriate.
- Supervise playgrounds with a member of the teaching staff and undertake lunchtime duties .
- Assisting with assemblies including making scenery and props.
- Attend and participate in staff meetings, section meetings and in-Service training days as requested.
- Undertake any other tasks as directed by the Head teacher.

Job Description: Continued

Date: September 2021

Late Stay – To assist with the day to day operation of the provision, ensuring that children develop personally, socially and educationally in a safe, caring and challenging environment.

- Assist with the maintenance of accurate records of attendance, registration, fees, and any other service documentation in a secure manner ensuring retrieval of information in a timely fashion.
- Prepare rooms and resources in advance and ensure that play equipment, materials and refreshments are set up at the beginning of the session and cleared away and safely stored at the end of the session. Ensure that the children use the play equipment/resources correctly and in line with the expectations of the school. Routinely inspect play equipment and other resources to ensure that they are in good and usable condition, and inform the line manager of any problems.
- Ensure the safe storage of equipment and materials (e.g. labelling boxes) and assist in the maintenance of appropriate records.
- Undertake the duties of the role in accordance with the correct procedures relating to the Childrens' Act; ISI standards; Child Protection and Health and Safety issues.
- Work to agreed quality standards and defined practices and procedures to ensure that the overall team operates in an effective and efficient way.
- Participate in regular staff meetings and take further action where required. Participate in the school's performance management system and undertake additional appropriate training as and when required.
- Contribute to the continuous development of the service providing a high professional standard of care to ensure that the service continues to meet the care, play and educational needs of the children.
- Provide full care for the children as required including effective liaison with parents/named carers and other childcare agencies on educational and care/medical matters encouraging parental/carers involvement and support in the provision of the service.
- As part of the Late Stay Team, plan and set-up balanced, stimulating, creative, secure and safe play activities suited to the age ranges, learning needs and abilities of the children using the service and encourage those children to participate.
- Comply with the service and outside agency policies and procedures particularly relating to health and safety, child protection and equalities policies and procedures to ensure the safety and security of children at all times.
- Participate in staff meetings to discuss the present and future needs of the service provision and to contribute to its overall development.
- Escort children to and from the school/agreed point/classrooms/club and ensure safe delivery to the parents/named carers.
- Maintain an accurate knowledge of the collection list.
- Administer First Aid when required ensuring that procedures are adhered to and that the appropriate action is taken and forms completed in the event of an accident.
- Be aware of any medical conditions of the children in attendance.
- Maintain effective working relationships with parents/named carers, responding to routine queries when raised.
- Manage children's' behaviour in line with the school's expectations
- Adhere to the school's equal opportunities policy for school staff and pupils
- Supervise children's' basic hygiene arrangements.
- Assist children with the selection and distribution of refreshments.
- Complying with relevant legislation e.g. Health & Safety and Fire Regulations to ensure the Health & Safety of children in his/her care.



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