

# JOB OPPORTUNITY

---

## Higher Level Teaching Assistant

*Educating to truth, goodness and beauty.*

Terling Road, Dagenham  
RM8 1JT  
Headteacher Ms Clare Cantle  
Email: [office@allsaintsschool.co.uk](mailto:office@allsaintsschool.co.uk)  
Tel: 020 8270 4242  
Fax: 020 8595 4024

## **School Mission Statement**

We are all one in Christ, our mission and our responsibility is to recognise all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness.

(1 Cor. 12-29)

Role	Higher Level Teaching Assistant
Closing Date for Application	Friday 15 <sup>th</sup> March 2024
Required For	April 2024
Term	Permanent – Fixed term one year in the first instance.
Salary	25,816.63
Responsible for	To assist the Curriculum Access and Development Department in promoting the learning and positive wellbeing of students with SEN.

**All applicants must complete a CES application form for this post.**

## **School Information**

All Saints Catholic School is a large Catholic comprehensive school situated in the London Borough of Barking and Dagenham and within the Diocese of Brentwood, with good transport links to central London.

All Saints Catholic School has over 1400 students from year 7 to 13. The school achieves excellent exam results, with a Progress 8 score of 0.45 (well above average). We have received an Educational Outcomes award for being in the top 12 percent of schools in the country for progress. The school's educational values have been identified as a strength of the school, with our 2023 Ofsted report stating that: "Leaders are highly ambitious for all pupils. They have made sure the curriculum is of high quality across subjects".

Our core values of Respect, Understanding, Affection and Humour underpin all aspects of our pastoral and academic daily routines. Our 2023 Ofsted report reflects our excellent students: "Pupils behave exceptionally well in class and around the school and understand why this is important".

We have won a number of awards which reflect our inclusive approach to education, including being awarded the Inclusion Quality Mark, this is indicative of our "One in Christ" motto that we apply every day to everyone that is a part of the school community. Our learning is based on the transcendental values of truth, goodness and beauty. We encourage pupils to discover truth, develop a sense of goodness and appreciate beauty in the world around them.

Please watch our school videos available at: <http://allsaintsschool.co.uk/> to get a further insight into life at All Saints.

## **JOB DESCRIPTION**

### **PURPOSE OF THE HIGHER-LEVEL TEACHING ASSISTANT ROLE:**

- To uphold the Mission Statement of the School
- To positively contribute to raising expectations and standards within the community
- To promote a positive image of the School
- The HLTA is a curriculum leadership role in the Curriculum Access and Development Department, and under the guidance of the SENDCO and will support in the SEND of identified students with additional learning needs to promote achievement of all.
- To provide support for SEND students and subject teachers and the school to raise standards of achievement for these students by utilising advanced levels of knowledge and skills in SEND.
- To encourage SEND students to become independent learners, provide support for their individual physical, intellectual, social and emotional well-being.
- To take responsibility for the provision and progress of students in a Key Stage (KS3 – KS5).
- To provide a framework for the management and development of other teaching assistants including allocating and monitoring of their work and training.
- To use specialist knowledge and skills in at least 2 specific areas of SEND to guide and complement the work of CADD staff / subject teachers by substantially contributing to a range of teaching and learning activities.
- To work collaboratively with colleagues as part of a professional team.

### **RESPONSIBILITIES:**

#### **TO IMPLEMENT THE AIMS AND OBJECTIVES OF THE SCHOOL THROUGH:**

- Upholding the Health & Safety regulations of the School.
- To assist the Curriculum Access and Development Department in promoting the learning and positive wellbeing of students with SEN.

#### **PERSONAL AND PROFESSIONAL CONDUCT:**

All staff have a responsibility to maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others

- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- having proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- understanding, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### **Main Purpose of the HLTA Role**

- To undertake work and responsibilities in line with the Standards for Higher Level Teaching Assistants.
- To complement the professional work of subject teachers and their delivery of the national curriculum, GCSE and A level study and contribute to the development of other support staff, students and school policies and strategies.
- To work with teachers as part of a professional CADD team to support teaching and learning activities for classes with SEND students.
- To work collaboratively with all teaching staff and assist teachers to plan challenging teaching and learning objectives and assist with the management/preparation of learning resources.
- To work under the guidance of SENDCO/ subject teachers/pastoral and safeguarding staff /senior staff to plan, deliver and assess agreed support programmes/interventions with individuals/groups, before, during and after the core school day. This will include those requiring detailed and specialist knowledge areas.
- To a lead role in the delivery and progress of CADD students who take alternative qualifications such as Entry level GCSE, ASDAN, ECDL, Work Skills etc.
- To play a key role in contributing to SEND students' good progress during in-class support and other interventions.

### **SUPPORT FOR THE STUDENTS**

1. Select and provide appropriate intervention in 2 of the following areas:
2. Speech and language and needs
3. Literacy booster and students with dyslexic characteristics
4. Students on the autistic spectrum including Asperger's Syndrome
5. Sensory difficulties like visual impairment and hearing impairment students
6. Students with coordination difficulties and inherited difficulties like Fragile X, Downs Syndrome, Dyspraxia etc.
7. Limited social, emotional control and mental health issues such as ADD and ADHD.
8. Numeracy difficulties including Dyscalculia
9. Establish positive and productive working relationships with students, acting as a role model and setting high expectations for achievement, learning and behaviour.
10. Assess the general needs of SEND students and use detailed knowledge/specialist skills to progress students' learning by support and recommended suitable interventions.

11. Provide feedback and rewards to students in relation to their progress achievement, resilience and behaviour, as outlined in school policies.
12. Support students consistently whilst recognising and responding to their diverse individual needs and encourage them to interact and work co-operatively with others and engage in the wider school curriculum.
13. Challenge and motivating students, promoting and reinforcing self-esteem.
14. Promote independence and employ strategies to recognise and reward achievement of self-reliance
15. Organise extra-curricular activities to develop students skills linked to your area of responsibility.

#### **SUPPORT FOR THE SENDCO**

16. Recognise own strengths and areas of SEND expertise and use these to lead, advise and support others.
17. To deputise for SENDCO when required.
18. Assist with line management responsibilities, where appropriate, including:
19. Help with the day-to-day management of TAs;
20. Liaising between teaching staff and TAs as appropriate;
21. Contribute to team meetings with TA;
22. Representing TAs at staff and business meetings, reporting back to the CADD team;
23. Quality assurance of the work conducted by TAs through observation and monitoring of planning and preparation in your area of SEND responsibility;
24. Oversee record keeping systems and processes to ensure consistency and accuracy in your area of SEND responsibility;
25. Assisting with the recruitment, induction and mentoring of new TA staff;
26. Providing appropriate guidance and general supervision to less experienced TA staff;
27. Help organise TA cover; and
28. Work with the SENDCO in supporting and maintaining the performance and development review of TAs.
29. Support students' access to learning, identifying, recommending and adopting the most appropriate and effective strategies, resources etc.
30. Undertake comprehensive assessments of students in your area of responsibility, as required by the SENDCO, to determine those in need of particular help.
31. Organise primary-secondary school transition and mid-phase entry students.
32. Determine the need for, prepare and maintain general and specialist equipment and resources to support students.
33. In collaboration, plan, deliver and monitor specific learning programmes/ interventions for students with SEND /learning difficulties to progress their learning.
34. To develop, implement provision, monitor student progress, and reviewing outcomes of EHCP and SEN students in one of the following: a) Years 7 – 8; b) Years 9 – 10; and c) Years 11 – 13.
35. Provide administrative support e.g. dealing with correspondence, compilation SEND annual reviews/analysis/reports, making phone calls to parents and professionals.
36. Contributing to meetings between students, their parents or carers and others from outside agencies to discuss the students' needs, outcomes, action and progress.

37. Work with the SENDCO and other HLTA on TA timetable arrangements plus lunch and break duties and when appropriate, help with arranging cover when TAs are absent.

#### **SUPPORT FOR THE CURRICULUM**

38. Use ICT effectively to support learning activities and develop students' competence and independence in its use.
39. Select and prepare resources necessary to deliver learning activities, taking account of students' interests and language and cultural backgrounds and assist students in their use.
40. Implement agreed learning activities/teaching programmes, adjusting activities according to students' SEND responses/needs and make effective use of opportunities provided by other learning activities to support the development of relevant skills.

#### **SUPPORT FOR THE TEACHERS**

41. Help organise and manage an effective learning environment.
42. Monitor and evaluate student progress and responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives and SEND targets.
43. Provide objective and accurate feedback and reports, as required to teachers on student you monitor on their achievement, progress and other matters.
44. Promote positive values, good learning attitudes and positive student behaviour.
45. Establish a clear framework for discipline in line with established policy, anticipate and manage behaviour constructively through the teacher-CADD partnership agreement, promoting self-control and independence and encouraging students to take responsibility for their own behaviour.
46. Develop and maintain positive relationships with parents, liaising sensitively and effectively with them, as agreed with the teacher within your role.
47. Participate in and contribute to meetings with parents to provide constructive feedback on student progress/achievement etc.
48. Undertake marking, as agreed with the teachers, of students' work and accurately record achievement/progress.
49. Administering assessments as required by the SENDCO, external SEND specialists and examination boards.

#### **SUPPORT FOR THE SCHOOL**

50. To comply with policies and procedures relating to safeguarding, child protection, equal opportunities, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person.
51. Contribute to the overall ethos of the school.
52. Accompany teaching staff and/or supervise students on visits, trips and out of school activities as required.
53. Assist with the supervision of students out of lesson times, including before and after school and at lunchtimes as required.
54. Provide comfort and immediate care for minor accidents, upsets and ailments and report serious problems to the relevant people. NB The provision of First Aid should only be undertaken by a qualified First Aider.

## **GENERAL RESPONSIBILITIES:**

- To be familiar with the content of and subsequently implement the whole school policies located in the staff handbook thus contributing to the realisation of a safe learning environment for all.
- To help implement and adhere to the school quality procedures and take part, as required, in the review, development and management of activities relating to the School Improvement Plan.
- To play a full part in the life of the school community supporting its distinctive mission and ethos and actively promoting its policies and practices.
- To comply with School routines e.g. attend staff briefings
- To attend meetings identified in the School Calendar.
- To undertake supervision duties according to the published rota.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate
- Contributing to the moral, spiritual, cultural and social development of each pupil.
- Making a positive contribution to the pastoral ethos, including specific pastoral duties.
- To promote and implement policies and practices that encourage mutual tolerance and respect for diversity, challenge discrimination and widen pupils' understanding of their contribution to society as outlined in the school Single Equality Duty.

## **STANDARDS:**

Effective performance of tasks will be evaluated in relation to:

- (a) A developing ability to manage time and resources effectively and efficiently.
- (b) Evidence of ongoing development in the range of skills identified with her Line Manager as being required for the post.
- (c) Evaluations of the efficiency and effectiveness of the tasks by the Line Manager.

## **EDUCATION AND TRAINING:**

In accordance with the professional development policies the assistant will;

- a) Review overall performance in the previous year in relation to training received and the changing needs of the job.
- b) Identify probable training and education needs for the following year through a training needs analysis in order to ensure confidence in carrying out required duties.
- c) Participate in the prescribed framework for Review and Development.

The above duties are either exclusive or exhaustive and the post holder may be required to carry out such other appropriate duties as may be required by the Headteacher within the grading level of the post and the competence of the post holder.

This will be carried out within the framework of the school's Staff Development Policy current at the time.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not have been identified; therefore employees will be expected to comply with any reasonable request from a manager including undertaking work of a similar level that is not specified in the job description.

The job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title



