

Brannel School

Higher Level Teaching Assistant (Humanities)

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| Closing Date: | Noon on Monday 4 December 2017 |
| Job start: | as soon as possible |
| Interviews: | to be confirmed |
| Salary: | Grade F1-F5 (£15,662 - £19,213 – proportionately reduced for term time working) |
| Contract type: | 35 Hours per week Term Time plus 5 INSET Days (44.263 paid weeks) |
| Contract term: | Permanent |

We are looking to appoint a Higher Level Teaching Assistant (Humanities) to start as soon as possible.

The purpose of the role is to complement teachers' delivery of the national curriculum and contribute to the development of other support staff, pupils and school policies and strategies. To work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources. Also to supervise whole classes occasionally during the short-term absence of teachers.

To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils (e.g. SEN, EAL, GT, all underachieving groups), by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

Brannel School was completely redesigned and rebuilt in 2011 as a 'School of the Future' at a cost of over £17m. Our facilities are second to none, and are underpinned by integrated technology befitting a 21st century working and learning environment. Brannel School is a welcoming and exciting place in which to teach and to learn.

Brannel School offers 750 places to pupils aged 11-16. Situated in the heart of rural Cornwall's China Clay communities, we are committed to uniting all of our stakeholders in delivering a shared goal of Brannel School as the learning centre of our community.

We will continue to build on our strong record of tackling inequality and reducing achievement gaps in order to nurture confident, independent learners who are active participants in the community. We firmly believe that the young people of China Clay are as talented as you will find anywhere:

- Where they have ability, we will nurture it and ensure it is realised.
- Where they have ambition, we will encourage it and provide the opportunities for it to grow.
- Where social issues have led young people to have low expectations of themselves, we will raise their self-esteem, increase their self-reliance and extend their aspirations.

At the heart of our vision is to create a truly outstanding school delivering the very best educational opportunities, nurture academic excellence and enhance ambition in all its pupils. We aim to inspire the next generation of professionals and entrepreneurs.

The successful candidate will:

- Have significant experience of working with children within a classroom environment or similar – either at different key stages or within different departments.
- Have an acceptance of different attitudes and is comfortable with children and young people.
- Be self-motivated and able to work constructively, and within minimum supervision, as part of a team.
- Have the ability to work to deadlines and a methodical approach to working under pressure.
- Have a positive outlook, sense of humour and a patient and friendly approach.

We will offer you:

- An energising and supportive working environment with high expectations and standards.
- Students who are just beginning to make life goals; who are enthusiastic to look beyond the narrow confines of rural Cornwall.
- Colleagues who are reflective, committed professionals; who are motivated by challenge and willing to go the extra mile for our students to achieve the very best results.
- A unique opportunity to help build the school and the department.
- A well-resourced school with 21st century teaching and learning facilities.

On 1st November 2017, Brannel converted to become an Academy as part of the Newquay Education Trust (NET). We believe this presents exciting opportunities for Brannel as we continue our journey for improvement. We are excited and are very much looking forward to embarking on the next stage of our journey.

Brannel School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment will be subject to a successful Enhanced DBS clearance.

Contact Details:

If after reading the enclosed information you would like to apply for the advertised position, please complete the application form that can be found online at www.brannel.com and return it via e-mail to personnel@newquayeducationtrust.net.

If you wish to visit the school in advance of the application submission date please contact the school on **01726 822485**. We welcome submission of your application in advance of the closing date in order for us to accommodate your appointment.

Brannel School

Job Description

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| Post Title: | Higher Level Teaching Assistant (Humanities) |
| Salary/Grade: | Grade F1-F5 (£15,662 - £19,213 – proportionately reduced for term time working) |
| Hours Per week: | 35 Hours per week Term Time plus 5 INSET Days (44.263 paid weeks) |
| Reporting to: | Head of Department (Humanities) |
| Responsible for: | No line management responsibility |
| Liaising with: | Senior Leadership Team, Head of Department, Teaching & Support Staff, Students, Parents & Carers, School Governors |

Main Purpose of Job

To complement teachers' delivery of the national curriculum and contribute to the development of other support staff, pupils and school policies and strategies. To work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources. Also to supervise whole classes occasionally during the short-term absence of teachers.

To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils (e.g. SEN, EAL, GT, all underachieving groups), by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

Main duties and responsibilities

- To plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.
- To contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with schools policies and procedures.

Teaching and Learning

- In accordance with arrangements made by the Headteacher and within a pre-determined lesson framework, to progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present, in line with regulations and guidance.
- To organise and safely manage the appropriate learning environment and resources.

- To provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils.
- To motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities.
- To promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom. To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- To use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others.
- To promote and reinforce pupils' self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance.
- To support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

Monitoring and Assessment

- With teachers, to evaluate pupils' progress through a range of assessment activities. To assist in maintaining and analysing records of pupils' progress.
- To assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- To monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.
- To contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.
- To support the teaching staff with reporting pupils' progress and achievements at parents meetings which are usually held outside school hours.

Mentoring, Supervision and Development

- To manage other teaching assistants and undertake recruitment, induction, appraisal, training and mentoring for other teaching assistants.
- To assist teachers in offering mentoring support and guidance to other teaching assistants undertaking formal training.
- To offer mentoring support and guidance for older pupils undertaking work experience activities within secondary schools.
- To support and guide other less experienced teaching assistants' work in the classroom when required and lead training for other teaching assistants.

- To contribute to the overall ethos, work, aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also to participate in staff meetings and training days/events as requested.

Behavioural and Pastoral

- To assist with lunch and break time supervision of students on a rota basis in accordance with the School's Policy for Playground Supervision. To plan, organise and supervise lunchtime activities for students.
- To assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.
- To foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
- To assist teachers by receiving instructions directly from professional or specialist support staff involved in the children's education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists.

General

- The post holder is responsible for his/her own self-development on a continuous basis.
- To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty.
- To be aware of and adhere to applicable rules, regulations, legislation and procedures including the Schools Equal Opportunities Policy, Disciplinary and Grievance Policies, Code of Conduct and national legislation (including Health and Safety and Data Protection).
- To maintain confidentiality of information acquired in the course of undertaking duties for the school/Trust.
- To undertake other duties appropriate to the grading of the post as required.

Optional Clauses

(Applicable to HLTA supporting pupils with specific special educational needs within an ARB or a mainstream setting)

- To meet the mobility needs of the pupil assisting in the use of a wheelchair/hoist, ensuring compliance with safe lifting procedures and associated training.
- To meet the needs of incontinent pupils.
- To meet the needs of pupils with emotional and behavioural difficulties. To control the pupil to prevent harm and disruption to the pupil or others, within the limits of the post holders training (eg: Team Teach) and school policies and procedures.
- To develop methods of promoting/reinforcing each pupil's self-esteem and to promote independence through the development of self-help skills.

Brannel School

Person Specification

The Person Specification is a picture of the skills, knowledge and experience needed to carry out the job.

| Attributes | Essential | Desirable | How Identified |
|---|---|---|---|
| Relevant Experience | <ul style="list-style-type: none"> ➤ Significant experience of working with children within a classroom environment or similar - either at different key stages or within different departments. | | Application Form Interview |
| Education, Training & Knowledge | <ul style="list-style-type: none"> ➤ Attainment of GCSE grade C or above in English and Maths (or able to demonstrate equivalent numeracy and literacy skills to a level 2 standard of education). ➤ Meets the HLTA standards through completion of the recognised HLTA training and assessment routes. ➤ Completion of the DfES Induction for Teaching Assistants. ➤ Computer literate with experience of Microsoft Office applications. ➤ Communication – demonstrates a good level of spoken and written skills. | <ul style="list-style-type: none"> ➤ Working towards attainment of a recognised teaching qualification. ➤ Good understanding of national curriculum and other basic learning programmes/ strategies. ➤ Good understanding of child development and learning. ➤ Good understanding of school policies and procedures relating to health and safety, behaviour, attendance, equal opportunities and child protection. | Application Form Interview |
| Personal Qualities and Skills | <ul style="list-style-type: none"> ➤ Has an acceptance of different attitudes and is comfortable with children and young people. ➤ Self-motivated and able to work constructively, and with minimum supervision, as part of a team. ➤ Ability to work to deadlines and methodical approach to working under pressure. ➤ Open to learning and flexible to changing circumstances. ➤ Has a positive outlook, sense of humour and a patient & friendly approach. ➤ Is courteous and professional at all times. | | Application Form Interview References |
| Any Additional Factors | <ul style="list-style-type: none"> ➤ Displays a sound understanding of and commitment to the protection and safeguarding of children and young people. ➤ Ability to travel both in and out of County in accordance with the requirements of the post | | Application Form Interview References |
| <p><u>Pre-Employment Checks</u> <i>All offers of employment are conditional and subject to satisfactory pre-employment checks including receipt of original qualification documents, references, medical screening, proof of eligibility to work in the UK and a Disclosure and Barring Service (DBS) check.</i></p> | | | |