



# Higher Level Teaching Assistant (HLTA)



Dear prospective candidate,

Thank you for taking the time to look at our HLTA position at Courtlands School.

Courtlands is a friendly and ambitious school which is part of Transforming Futures Trust in Plymouth which caters for primary aged children (4-11) with Moderate Learning Difficulties and Social, Emotional and Mental Health needs. Our innovative curriculum is based on meeting individual's needs rather than schemes of work, and it provides a wide range of curriculum and therapeutic input.

Our children love coming to school and enjoy all that we have to offer, through their therapies to the extra-curricular clubs and activities, but most of all the personal relationships they have with their peers and us. They tell us that they feel very safe and well cared for and proud when they make progress. They behave exceptionally well when calmly and consistently supported to reflect on their own needs and learn to empathise with others and to be proud of their own achievements.

We are looking to recruit outstanding HLTAs to join the team. We are looking for people with a real passion for working in an environment with complex but rewarding children in a supportive and compassionate environment. You will complement the work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupil's achievement, progress and development. The successful candidates will demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND) and use effective behaviour regulation strategies consistently in line with the school's policy and procedures.

We can offer you a motivated and skilled staff team and a real opportunity to make a difference to the future of our wonderful children and school. We look after our staff with award winning care for their wellbeing (National Wellbeing in Schools Award 2019). You will receive training in a wide range of areas and mentoring from a line manager and Leadership team whose door is literally open all the time.

For the last three years we have been on a journey to become a trauma informed community, responding to the adverse childhood experiences of many of our pupils, including challenging school experiences before being matched with the right setting for them. We believe that *every* interaction, no matter how fleeting, is the opportunity for an intervention to help our pupils grow as people who know how awesome and valued they are, especially at times they are struggling and communicate through unkind or unsafe behaviour. We want staff who see the children's challenges for what they are, who can use PACE with the best of them, and can remain calm under pressure.

Find out more about who we are and what we do on our website:

<https://www.courtlands.transformingfutures.org.uk> where you will be able to download an application form and job description from the Vacancies section

**Headteacher**  
**Courtlands School**

# Courtlands School

## Who we are

Courtlands School caters for primary aged children who have Moderate Learning Difficulties, Social, Emotional and Mental Health Difficulties (SEMH) and other complex needs including autism, ADHD, speech and language difficulties and those impacted by trauma.

Courtlands is a remarkable school with a real feel of positivity, acceptance and camaraderie. You see targeted therapies many other schools do not offer and a curriculum that is designed to meet the additional needs of our pupils. You see learning organised to meet the developmental needs of the children and we have the confidence to buck the trend, stand out, and to aim for the outstanding.

We have a maximum of 95 children here at any one time ranging in age from 4 to 11 years old. We take pupils from Plymouth, Devon and Cornwall and we welcome prospective visits from interested parents, SENDCos or Local Authority Officers.

We have small classes of no more than ten children with high levels of adult support so that our children can make excellent progress. We look at the whole child and help them to improve both their academic achievement and their personal wellbeing. This means that we help them to socialise, eat and play independently, become more active and have better coordination. We help them to learn to swim, ride a bike and look after themselves in every way. Our children make excellent progress and really enjoy coming here as can be seen through their smiles and obvious love for learning.

The levels of progress made by our pupils is significantly above national expectations for like pupils, our attendance is in the top 1% of special schools nationally and our exclusion levels in the lowest 1% nationally. We are a truly inclusive school who believe that the children have a right to have their needs met and not feel excluded from anything.

Our curriculum has been designed from the 'ground up' to meet the needs of the children. Whilst it is based on the National Curriculum, we have adapted and added to what you could expect in a mainstream school. We use specialist approaches such as TEACCH, ELKLAN, Theraplay, Makaton, Attention Autism, Precision Instruction and many more to help our children to access the curriculum. We have a unique outdoor environment and we have won national recognition for its innovative use of the outdoors to teach children the value of relationships and transferable skills. We use outdoor activities such as forest school, mountain biking, and problem solving to enhance our wellbeing curriculum and teach our pupils resilience, teamwork, adaptability and perseverance – all life skills that they will need to be successful in the 21<sup>st</sup> century jobs market.

We have a team of complementary therapeutic workers who provide for the wider needs of our pupils from their emotional needs, through their medical needs to their sensory needs. We use expertise from our school-based occupational therapist and play therapist, and other professionals such as speech and language therapists, CAMHS and paediatricians to design bespoke packages for some of the most disadvantaged children in the area.

We have a reputation for flexibility and making the impossible possible.

# Working for us

At Courtlands there are several benefits for all employees that work with us.

## 1. Health Assured

Health Assured provide our employees with a range of benefits including comprehensive telephone helplines available 24 hours a day, 7 days a week offering practical information and emotional support, an online health and wellbeing portal as well as telephone and face to face counselling.

## 2. Wellbeing Committee

There is an established wellbeing committee that is dedicated to support the emotional wellness of staff in school. This supports our whole school wellbeing statement and commitment to an honest and open approach when discussing mental health within school.

## 3. Training and induction

All new staff take part in an induction programme with a focus on safeguarding, trauma responsive ways of working and Safety Intervention. Following this, you can take part in weekly training in a range of topics including SEND, emotional wellbeing, professional skills and other relevant topics according to the needs of the children and the school development plan.



# Plymouth



Plymouth, known as Britain's Ocean City, is a lively waterfront city located on the beautiful southwest coastline. It is well positioned with easy access to Dartmoor National Park and the neighbouring county of Cornwall.

Plymouth has lots to offer with its mix of modern shops, recreational facilities and its deep history including Sir Frances Drake, the Mayflower Steps and World War II.

For more information visit [All About Plymouth - Visit Plymouth](#)





# Job description: Higher Level Teaching Assistant

Job title: **Higher level teaching assistant (HLTA)**

Salary Range: **Grade E point 15 – 20 £23,953 - £26,446 (this will be pro-rata)**

**Hours:** 35 hours per week starting at 8.15am daily

**Contract type:** Term Time Only (39 weeks), Permanent

**Reporting to:** Head Teacher

## Main purpose

The Cover Supervisor/HLTA will:

- Provide short to medium term cover for staff absence at Courtlands School, both Teaching Assistant and Teacher.
- Complement the work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupil's achievement, progress and development.
- Be directed by the school leadership, at short notice, to cover across the Primary age range from Foundation to Year 6.
- Work with class teachers to raise the learning and attainment of pupils
- Safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

## Duties and responsibilities

### Teaching and learning

- To cover and lead class teaching as and when directed to do so by senior leaders
- Direct the work, where relevant, of other adults in supporting learning
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Use effective behaviour regulation strategies consistently in line with the school's policy and procedures
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance by marking work and providing constructive feedback to the pupil and class teacher.
- Be responsible for keeping and updating records and for the marking of pupils' work and recording achievement/progress
- Undertake any other relevant duties given by the class teacher

### Planning

- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
- Plan how they will support the inclusion of pupils in the learning activities
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available

- Prepare the classroom for lessons

## **Working with colleagues and other relevant professionals**

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

## **Whole-school organisation, strategy and development**

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school

## **Health and safety**

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- Look after children who are upset or have had accidents

## **Professional development**

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

## **Personal and professional conduct**

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

### **Demands**

There will be some emotional stress experienced through exposure to pupils who's behaviour challenges and difficult child protection/welfare issues which may cause the child to become dysregulated.

Some lifting, stretching and physical effort required for the preparation of the classroom for lessons and clearing away afterwards. Post holder will periodically be required to assist with the display of pupils' work which may involve considerable physical effort.

The post holder will be required to concentrate all day.

### **Working Conditions**

Post holder will be exposed to pupils exhibiting challenging behaviour communication.

Post holder mainly operates within classroom based conditions and there is regular background noise. There may be some exposure to environmental conditions when supervising pupils/students outside at lunchtime and during off-site activities and school trips. There may be the need to deal with bodily fluids when providing personal care to pupils.

### **Other areas of responsibility**

- This will be confirmed during the appointment process and will depend on the skills and competencies of the individual candidate and the needs of the school as they develop.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.



| CRITERIA                             | QUALITIES<br>You may wish to classify these as “essential” or “desirable” depending on your expectations for the role  |
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| <b>Qualifications and experience</b> | <p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>➤ Level 3 or 4 Certificate in Supporting Teaching and Learning in Schools, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held)</li> <li>➤ Level 4 Diploma in Childcare and Education (or willingness to work towards a qualification if not already held)</li> <li>➤ GCSEs at grades 9 to 4 (A* to C) including English and maths</li> <li>➤ Successful experience of working with primary aged children who have Special Educational Needs and Disabilities, who also exhibit behaviours which challenge.</li> <li>➤ Training in relevant SEND learning strategies e.g. Precision Instruction, TEEACH, ELKLAN, PACE, Trauma Informed Practice etc.</li> <li>➤ Knowledge of relevant SEND policies/codes of practice/legislation</li> <li>➤ Knowledge and experience of EYFS and Primary age curriculum</li> <li>➤ Understanding of child development and learning processes applicable to SEND pupils</li> <li>➤ Understanding of statutory frameworks relating to teaching SEND pupils</li> <li>➤ Experience of planning and leading teaching and learning activities (under supervision)</li> </ul> <p><b>Desirable:</b></p> <ul style="list-style-type: none"> <li>➤ Diploma in Trauma Informed Practice.</li> <li>➤ Degree in a relevant subject such as child development, early childhood studies or education</li> <li>➤ Experience and understanding of crisis prevention de-escalation techniques</li> </ul> |
| <b>Skills and knowledge</b>          | <ul style="list-style-type: none"> <li>➤ Good literacy and numeracy skills</li> <li>➤ Good organisational skills</li> <li>➤ Ability to build effective working relationships with pupils and adults</li> <li>➤ Skills and expertise in understanding the needs of all pupils</li> <li>➤ Knowledge of how to help adapt and deliver support to meet individual needs</li> <li>➤ Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils</li> <li>➤ Excellent verbal communication skills</li> <li>➤ Active listening skills</li> <li>➤ The ability to remain calm in stressful situations</li> <li>➤ Knowledge of guidance and requirements around safeguarding children</li> <li>➤ Good ICT skills, particularly using ICT to support learning</li> <li>➤ Understanding of roles and responsibilities within the classroom and whole school context</li> <li>➤ Understanding of effective teaching methods</li> <li>➤ Knowledge of how to successfully lead learning activities for a group or class of children</li> <li>➤ Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support</li> <li>➤ Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice</li> </ul>   |

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| <b>Personal qualities</b> | <ul style="list-style-type: none"> <li>➤ Enjoyment of working with children</li> <li>➤ Sensitivity and understanding, to help build good relationships with pupils</li> <li>➤ A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> <li>➤ Commitment to maintaining confidentiality at all times</li> <li>➤ Commitment to safeguarding pupil's wellbeing and equality</li> </ul> |
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