



GUMLEY HOUSE  
SCHOOL FCJ

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# Application Pack

## Higher Level Teaching Assistant

*We are looking for an enthusiastic and committed HLTA to join our team. The successful applicant must be able to work under the guidance of SENDCo with students and teachers in and outside of lessons in order to ensure quality in student learning and wellbeing. The successful candidate will be both a team member and self-starter.*

**Required from**  
September 2021

**Salary Scale:**  
Scale 6 (points 16-20) to Grade  
SO1 (points 21-25) depending on  
experience

*Gumley House School FCJ is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers*





**STEPHEN BYRNE**  
Headteacher



***Thank you for your interest in joining our school community here at Gumley House.***

If you spend a day at Gumley House you'll understand what '*ethos*' means. Our school *really* is distinctive in the way it delivers an innovative and impacting education for our students.

I am very proud to be the Headteacher of Gumley House School and it gives me great pleasure to welcome you to our school. Thank you for taking the time to visit our school website and to explore more about joining our hardworking and caring community. I hope the information you find in this pack provides you with all the information you need about our Gumley Family.

Gumley is a Catholic school and Sixth Form Centre committed to academic excellence and firmly rooted in the tradition of the Faithful Companions of Jesus. We are a happy and high-achieving school, offering a wide range of activities outside the classroom to ensure each student experiences a wide range of opportunities to help them find their place in the world.

We firmly believe that a serene and happy student is one who will succeed at study, and our pastoral programme is directed to that end. Our school motto is 'Vive ut Vivas', which means 'Life in all its fullness'. That's what we want for every single young person we serve. We want every person who joins Gumley to enter into a relationship with the Christ who demands excellence whilst demonstrating compassion and forgiveness when necessary.

Please do not hesitate to contact the school at any point on your journey of discovering more about a career at Gumley.

With every best wish,



[www.facebook.com/gumley.house](http://www.facebook.com/gumley.house)



[www.twitter.com/gumleyhouse](http://www.twitter.com/gumleyhouse)



[www.instagram.com/gumley.house](http://www.instagram.com/gumley.house)



[www.gumleyhouse.com/LinkedIn](http://www.gumleyhouse.com/LinkedIn)



*Founded 1841*

## **180 years of outstanding Catholic education**

Gumley is a school with a long tradition of educating girls (and boys in the Sixth form) to make a difference to our world. The school was established in 1841 by Marie Madeleine d'Houet, foundress of the Faithful Companions of Jesus (FCJ) an international society of Catholic sisters working in many parts of the world. In the UK there are five FCJ schools; each with its own identity but bound together by the tenets of the FCJ Philosophy of Education based on Ignatian principles.

Six core FCJ values of companionship, dignity, justice, hope, excellence and gentleness are at the heart of our work with young people and with each other.

Gumley is a vibrant learning community where students and staff learn and thrive together. The ethos of academic excellence and whole person development prepares our students to confidently achieve their education and career aspirations in the global world. Vision and innovation form our central pillar of learning. We embedded Mandarin in our curriculum in 2008 resulting in 'Confucius Classroom' accreditation and provision of Mandarin teaching to support primary schools. The forward looking MFL department also teaches Spanish, French and Italian.

Our students are provided with a broad and balanced curriculum which recognises the importance of creativity and the arts as well as making sure that maths and science are taught by well qualified specialist teachers.

As an oversubscribed non-selective girls school at KS3 and KS4 we have a wide catchment area with girls coming from 70 primary schools across west London. There are 52 ethnic groups represented in the school and 67 languages other than English. Our students are supported by an outstanding pastoral team led by one of our Assistant Headteachers who work with Heads of Year, Pastoral Managers and School Counsellors to provide a safe environment for all to flourish.

Gumley's academic results reflect our tradition of achievement, the students' high levels of ambition, parental support, as well as the challenging teaching and dedication of the staff. The vast majority of our students are accepted at their first choice university including Oxbridge, reading a wide variety of subjects. Some also attain scholarships or high level apprenticeships with companies such as SKY.

At the heart of our education is the belief that whole person development is paramount. Thus we strive to provide our students with inspiring opportunities and a wide experience through extra-curricular activities.

Gumley is situated on a beautiful site with excellent facilities. This creates a peaceful uncrowded environment in which our students are encouraged to live by our motto: 'Vive ut Vivas' - 'Live that you may have Life' and grow into their best self.



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SCHOOL** FCJ

## Job Description

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<b>Job Title:</b>	<b>Higher Level Teaching and Learning Support Assistant</b>
<b>Line Manager:</b>	<b>Assistant Headteacher (SENDCo)/ Deputy SENDCo/ Deputy SENDCo</b>
<b>Salary Scale:</b>	Grade 6 (points 16-20) to Grade S01 (points 21-25) depending on experience £26,997 - £31,557 FTE 36 hours per week, 38 weeks (term time only)

Core hours are 36 hours per week Monday to Friday, for 38 weeks per year (term time only) the “Normal Core Day” being between 8.15am – 4.15 p.m. and allowing for attendance at occasional evening meetings or supervision of vulnerable students.

### Main Purpose of the Role

- To work within the Learning Support and Inclusion department and across the curriculum under the guidance of the Assistant Headteacher (SENDCo)/ Deputy SENDCo
- To work under the guidance of the Assistant Headteacher (SENDCo)/ Deputy SENDCo; teaching/senior staff and within an agreed system of supervision. To implement agreed work programmes with individuals/groups, in or out of the classroom to reduce barriers to learning so that all girls achieve expected and beyond expected progress.
- To work with students and teachers in and outside of lessons in order to ensure quality in student learning and wellbeing.

### General Responsibilities

- To work in and out of lessons and (as directed by the Head of Department (HoD) or Assistant Headteacher (SENDCo)/ Deputy SENDCo along with guidance from the class teacher and/or Head of Year) with students with behavioural or learning difficulties, which may include sensory impairment, physical disability, language and communication difficulties.
- To work within an agreed system of supervision, plan challenging teaching and learning activities, evaluate and adjust lessons/work plans as appropriate to ensure the students make progress.
- To work collaboratively with teachers to share best practices and ideas from around the school in order to best support students.
- To collaborate with representatives from outside agencies where appropriate and as directed by the HoD/Assistant Headteacher (SENDCo)/ Deputy SENDCo. To facilitate the sharing of information between school staff and partner agencies. To attend and contribute to conferences, PEP meetings and meetings about student progress as and when required.
- To establish and develop effective working relationships with students, parents and staff.
- To be aware of all students as individuals with differing needs, aspirations, lifestyles and cultural backgrounds
- To follow strategies outlined in individual Education Health Care Plans and advice from teachers and other professionals such as educational psychologists, speech and language therapists and occupational therapists to support students in their learning.
- To produce and implement action plans with identified outcomes for the support provided when barriers to learning arise.

- To communicate effectively, for example, by telephoning parents/carers, writing in students' journals, writing short reports for meetings and contribute to discussions at annual review meetings.
- To reintegrate students back into lessons when they have been away from school because of illness, exclusion or other reason.
- To support in ensuring that student disputes are settled quickly and effectively. Support with collecting evidence, carrying out mediation and helping to reintegrate students back into school after exclusion.
- To work with a variety of media to support students in their learning, e.g. PCs, iPads, online platforms.
- To accompany students on visits, community placements and work experience as necessary.
- To contribute to flexible working hours to facilitate supervision at breakfast clubs, homework clubs and extracurricular activities.
- To supervise small groups of students on activities planned by teachers, such as reading groups and work on interactive media.
- To run effective interventions tailored to students needs.
- To contribute to the school's student voice work by supporting the work of student forums and the development of peer mentors.
- To contribute to the school's study support programmes by providing mentees with good organisation, coping with homework and coursework, revision skills and preparation for examinations.
- To provide support and guidance to staff in relation to all barriers to student learning (including behaviour and learning) and to communicate regularly with staff and update about caseloads/Individual Education Plans (IEP's) and strategies that may be used to improve learning.
- To have a clear understanding of student progress and student targets within their caseload.
- To support the whole school drive in improving literacy across the school, including running small groups where necessary.
- To actively engage in CPD to develop skills and experience as Teaching and Learning Support Assistant.
- To support students, parents and carers during transition between key stages, including secondary transfer from primary.
- To support students' learning by ensuring that the school's behaviour policy is fully implemented across the school.
- To act as a form tutor and/or academic mentor, if required.
- To be a visible presence around the school, contributing to the positive climate for learning in and outside of lessons, supporting the school in ensuring that the schools behaviour policy is fully implemented.
- To contribute to child welfare and protection utilising the Safeguarding and Common Assessment Framework
- To ensure that all administrative duties, checks and documentation are completed to the required level of accuracy and within deadlines, including returns and reports.
- To input and extract information from the school's database system/s as required.
- To maintain both manual and computerised record and filing systems in line with requirements.
- To establish and maintain good relationships with all students, parents/carers, colleagues, suppliers, contractors and other professionals.
- To cover and lead class teaching (under supervision) as and when appropriate
- To direct the work, where relevant, of other adults in Learning Support.
- To use their areas of expertise to contribute to the planning and preparation of learning activities and to plan their role in learning activities.
- To use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning.
- To plan how to support the inclusion of students in the learning activities.

The HLTA will be required to safeguard and promote the welfare of children and young people and follow school policies and the Staff Code of Conduct.

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out other duties as the Headteacher may reasonably direct from time to time.

### **General Requirements**

- Take part in the school's performance management system.
- Enhanced DBS Check.
- You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.
- To participate in school emergencies as required, including co-ordinating arrangements, locating students and relevant staff, providing contact details and completing necessary documentation.
- To attend training sessions and meetings as required.

The nature of your responsibility means that during the course of your employment you will see or have access to information of a confidential nature relating to the work of the school or the health or personal affairs of pupils and staff. Under no circumstances should such information be divulged or passed to any unauthorized person or organization.

## PERSON SPECIFICATION

### Higher Level Teaching Assistant

EXPERIENCE	Essential	Desirable
Working with or caring for children of a relevant age.	✓	
Experience of working with students with special educational needs and disabilities.	✓	
Level 2 or 3 Certificate in Supporting Teaching and Learning in schools, Level 3 Diploma in Childcare and Education, or other relevant qualification.		✓
Experience of planning and leading teaching and learning activities under supervision	✓	

KNOWLEDGE	Essential	Desirable
Training in the relevant strategies e.g. literacy and/or in a particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, etc.		✓
Appropriate first aid training		✓
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.	✓	
Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies.	✓	
Understanding of principles of child development and learning processes.	✓	
Understanding of effective teaching methods	✓	
Knowledge of how to successfully lead learning activities for a group or class of students	✓	

SKILLS & QUALITIES	Essential	Desirable
Excellent communication skills.	✓	
To possess excellent organisational skills; manage time efficiently and a proven ability to meet deadlines.	✓	
Energy, stamina and a sense of humour.	✓	
Very good numeracy/literacy skills.	✓	
Be able to work as member of a team and on own initiative.	✓	
The ability to be calm at times of pressure and patient when dealing with staff and students.	✓	
Ability to use ICT effectively to support learning.	✓	
Ability to self-evaluate learning needs and actively seek learning opportunities.	✓	
Ability to relate well to children and adults.	✓	
Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these.	✓	
Display commitment to the protection and safeguarding of children and young people.	✓	
Professional demeanour, good inter-personal skills and ability to deal with various members of public, staff, governors, parents/carers and visitors to the school.	✓	
Ability to ensure the School's Catholic ethos and FCJ values and held in high regard and reflected in daily interactions with all school stakeholders	✓	
Patient, flexible and adaptable, meticulous and conscientious	✓	

## **How to Apply**

Details of the school are available on our website [www.gumleyhouse.com](http://www.gumleyhouse.com) where you can download an application form and email it to Donna Godwin, PA to Headteacher at [dgodwin@gumleyhouse.com](mailto:dgodwin@gumleyhouse.com)

Deadline for applications: applications will be considered upon receipt and candidates will be contacted on a rolling basis. Please note that only shortlisted candidates will be contacted and the date for interview discussed then. All appointments are subject to a satisfactory, enhanced DBS check.

If you require any further detail about the role or application process, please contact Mrs Godwin [dgodwin@gumleyhouse.com](mailto:dgodwin@gumleyhouse.com)