

Higher Level Teaching Assistant

Harris Academy South Norwood

Grade 4 + Loyalty Bonus + Harris Wellbeing Cash Plan + Additional Harris Benefits

Full time

For a confidential discussion about this post with the Principal, more information or to arrange a visit, please contact Claire Stafford, PA to the Principal, at staffordc@harrissouthnorwood.org.uk

Please visit www.harriscareers.org.uk to apply online and submit your application. Shortlisted candidates may be asked for additional information before interview invitation.

Safeguarding Notice

The Harris Federation and all our academy is committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our [Policy Statement on the Recruitment of Ex-Offenders](#).

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Harris Academy South Norwood

Dear Candidate

Thank you for expressing an interest in the post of **HLTA**. Our Higher Level TA/s will work as part of a thriving inclusion team, delivering a combination of in-class support and targeted small-group interventions. This post is central to our mission of ensuring that every child, no matter their starting points, is able to thrive at Harris Academy South Norwood. As a HLTA, you will have undertaken the HLTA accreditation already or be ready to do so and willing to begin immediately.

If you are an experienced teaching assistant or a graduate with a strong academic foundations and an aligned skillset, and looking for an opportunity to join a truly thriving school where you can make a real difference, then this may be the role for you.

At Harris South Norwood we do things differently. Nurturing the unique talents and character of each individual is at the heart of what we do, and a genuine sense of school community rooted in trusting relationships between students and staff drives our success. As the highest performing mixed comprehensive school in Croydon and Bromley (Progress 8, Summer 2024) we provide an exceptional academic education alongside a fantastic student experience. Our school ethos of **Diversity, Talent, Togetherness** encapsulates the kind of school community we foster here.

If our ethos appeals to you, and you want to make a real difference to the lives of our young people, then we would welcome an application.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Charlie Comerford'.

Charlie Comerford
Principal

Our Academy

Harris Academy South Norwood is a mixed comprehensive school situated in the heart of South Norwood, SE25, just a few minutes walk from Norwood Junction. We serve an incredibly diverse school community with numerous languages, cultures and backgrounds represented within the school. Our staff are equally multicultural, with colleagues hailing from all over the UK and the world.

Our vision for teaching is *whole school consistency, departmental autonomy*. We believe that teachers teach best when supported by clear, consistent systems *within which* they can delve into the uniqueness of their subject disciplines. In practice, this means that we have strong whole-school behaviour systems, shared strategies well recognised by students such as for checking for understanding and teaching new vocabulary, but also expect and allow subjects to employ the pedagogical strategies, formats and routines that are right for them.

At HASN, we prioritise teacher development and commit significant time and resources towards teacher and staff development. We support colleagues to undertake professional qualifications and further study outside of the school, and encourage colleagues to plan and pursue their professional goals with our support.

Working with the Harris Federation, we are able to draw on a wealth of expertise and experience across all areas of school life and leadership, meaning that staff can draw on a wide professional network. In turn, this supports a healthy approach to workload in which leaders hold the firm belief that collaboration is our strength and that seeking support is often the best thing professionals can do for the children they work with.



Job Purpose

- To complement the professional work of teachers by taking responsibility for agreed 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 students and assessing, recording and reporting on students' achievement, progress and development. Responsible for the management and development of teaching within the academy and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training.
- Under an agreed system of supervision: take a lead role within the academy to address the needs of students who need particular help to overcome barriers to learning.

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

Responsible to: SEN Lead

Liaise with: Senior Leadership Team, other school leaders, pastoral support staff and relevant staff with cross-school responsibilities, teaching/support staff, external agencies and parents.

Main Areas of Responsibility

Core Duties

- Supervise and provide particular support for students, including those with special needs, ensuring their safety and access to learning activities.
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
- Establish constructive relationships with students and interact with them according to individual needs.
- Promote the inclusion and acceptance of all students.
- Encourage students to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to students in relation to progress and achievement under guidance of the teacher.
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of students' work.
- Use strategies, in liaison with the teacher, to support students to achieve learning goals.
- Assist with the planning of learning activities.
- Monitor students' responses to learning activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teachers on students' achievement, progress, problems etc.
- Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- Establish constructive relationships with parents/carers.
- Administer routine tests and invigilate exams and undertake routine marking of students' work.
- Provide clerical/admin support e.g. photocopying, typing, filing, money, administer coursework etc.
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to student responses.
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years recording achievement and progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist students in their use.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the academy.

- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of students out of lesson times.
- Accompany teaching staff and students on visits, trips and off-site activities as required and take responsibility for a group under the supervision of the teacher.

Support for Students

- Assess the needs of students and use detailed knowledge and specialist skills to support students' learning.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Develop and implement IEPs.
- Promote the inclusion and acceptance of all students within the classroom.
- Support students consistently whilst recognising and responding to their individual needs.
- Encourage students to interact and work co-operatively with others and engage all students in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to students in relation to progress, achievement, behaviour, attendance etc.

Support for Teachers

- Within an agreed system of supervision and within a pre-determined lesson framework, teach small groups or whole groups.
- Provide detailed verbal and written feedback on lesson content, student responses to learning activities and student behaviour, to teachers and students.
- Motivate and progress students' learning by using clearly structured, interesting teaching and learning activities.
- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Supporting the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on student progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests.
- Production of lesson plans, worksheet, plans etc.

Support for the Curriculum

- Deliver learning activities to students within agreed system of supervision, adjusting activities according to student responses/needs.
- Deliver local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of students' skills.
- Use ICT effectively to support learning activities and develop students' competence and independence in its use.

- Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.
- Implement agreed learning activities/teaching programmes, adjusting activities according to student responses/needs.
- Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for students to broaden and enrich their learning.
- Determine the need for, prepare and use specialist equipment, plans and resources to support students.
- To be a Form Tutor to an assigned group of students if and when required.
- To promote the general progress and well-being of individual students and the Tutor Group as a whole.
- To liaise with the relevant pastoral leaders to ensure the implementation of the Student Support system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life.
- To undertake other duties appropriate to the post that may reasonably be required from time to time including breakfast, lunchtime and after school enrichment and support sessions.

Additional Responsibilities

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the academy.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students.
- Attend and participate in regular meetings.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Be responsible for the provision of out of school learning activities within guidelines established by the academy.
- Manage other learning support assistants and undertake recruitment, induction, appraisal, training and mentoring for other learning support assistants if required.
- Assist teachers in offering mentoring support and guidance to other learning support assistants undertaking formal training.
- Offer mentoring support and guidance for older students undertaking work experience activities within secondary schools.
- Support and guide other less experienced learning support assistants' work in the classroom when required and lead training for other learning support assistants.
- Contribute to the overall ethos, work and aims of the academy by attending relevant meetings and contributing to the development of policies and procedures within the academy. Also participate in staff meetings and training days/events as requested.

Quality Assurance

- To help to implement academy quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation in line with agreed academy procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the academy.

Managing Information

- To maintain appropriate records and to provide relevant accurate and up-to-date information for Management Information Systems (MIS), registers etc. and input this in accordance with required schedules.

Communications

- To communicate effectively with the staff, parents and students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the academy.
- To follow agreed policies for communications in the academy.

Marketing and Liaison

- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools as required by your line manager.
- To contribute to the development of effective links with external agencies.

Academy Ethos

- To undertake such other duties as may be required, commensurate with the level of responsibility of the post
- To engage actively in the performance review process, addressing appraisal targets set in conjunction with the line manager each autumn term
- To participate in training and other professional development learning activities
- To promote equal opportunities and celebrate diversity in all aspects of the academy
- To play a full part in the life of the academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example
- To support and attend academy events such as Open Evening
- To promote actively the academy's corporate policies
- To adhere to the academy's Dress Code
- To comply with the academy's Health and Safety policy and undertake risk assessments as appropriate
- To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance 'Keeping Children Safe in Education and the academy's Safeguarding/Child Protection policies
- To be aware of and comply with all academy and Federation policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title. employees will be expected

Person Specification

Attributes	Essential	Desirable
Qualifications, Knowledge & Experience	<ul style="list-style-type: none"> • GCSE (or equivalent) in English and Maths – Grade C or above • NVQ Level 3, or equivalent • Knowledge of Microsoft software • Good knowledge of a range of learning barriers including special needs • Experience of contributing to and assessing of provision for children with a range of needs • Some knowledge of some of the social issues facing students from disadvantaged backgrounds • Minimum 2 years’ school-based experience as a TA, or equivalent 	<ul style="list-style-type: none"> • HLTA Qualification • Knowledge of National Curriculum • Educated to degree level or equivalent • Knowledge of ICT resources for SEN children • Evidence of continuing professional development and education
Essential Skills	<ul style="list-style-type: none"> • Excellent organisation skills • Excellent written and verbal communication skills • Effective use of ICT and other equipment to support learning • Ability to communicate effectively with children and young people • An awareness, understanding and commitment to the protection and safeguarding of children and young people. • Ability to prioritise, plan and organise themselves as well as others • To develop positive and mutually supportive working relationships with all colleagues • To build positive relationships with parents • Ability to establish a positive presence in the school 	<p>Ability to support the delivery of training to teaching assistants and other support staff members</p>
Personal Qualities	<ul style="list-style-type: none"> • Well-developed interpersonal skills to be able to relate well to a wide range of people • Ability to inspire pupils and other staff members • Work constructively as part of a team whilst being able to demonstrate initiative • Good organisational skills • The ability to use own initiative • Be able to work in a flexible way • Show sensitivity in complex situations 	<ul style="list-style-type: none"> • Passion for actively promoting diversity and inclusion

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The job-holder will ensure that academy policies are reflected in all aspect of his/her work, in particular those relating to:

- 1) Equal Opportunities
- 2) Health and Safety
- 3) General Data Protection Regulations (2018) and Data Protection Act 2018
- 4) Safeguarding children

Applying For The Position

We encourage you to apply as soon as possible as we may interview and offer to a candidate before the closing date. Please note that we only accept applications submitted before the closing date via our careers website.

Thank you for your interest in the Harris Federation. We look forward to receiving your application.

Before You Start Your Application

Please remember to check your junk mail folders for our email communications and add us to your safe senders list to ensure all future email communication is received. This is important to ensure you are kept up to date on the status of your application and to avoid delays in the recruitment process.

To submit an application, you'll need to have ready:

- Personal information about you
- Details of your education and employment history
- Details of any qualifications and training gained
- A CV and/or supporting statement to upload

Help and Support

For our Help and Support completing your application, visit www.harriscareers.org.uk

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