



LEARNING TRUST

Standing Together, Learning Together

Candidate Information Pack Higher Level Teaching Assistant

Closing Date 17th April 2023 at 9.00 a.m.
Interviews to be held 27th April 2023



SOUTHLANDS
HIGH SCHOOL
Endeavour for Excellence



Standish Community
High School

be Outstanding!



Chief Executive Officer: Neil Moore

It is with great pleasure that I introduce you to Mosaic Learning Trust and I hope this information will enable you to decide on your suitability to join our journey and become part of our growing team. As a Trust, we are determined to challenge our students inside and outside the classroom to strive for individual excellence and to achieve the highest academic standards. Our Trust is committed to supporting every student to develop to their full academic potential whilst experiencing a wide and exciting range of opportunities to equip them with the skillset for a successful future as rounded, mature and confident members of modern society.

I am very proud of the Trust, its students, staff and Trustees. Education at Mosaic provides much more than exam excellence. It aims to develop and nurture our children to take their place as caring and confident young people in the outside world. Our staff have opportunities to engage in high quality Continuous Professional Development and all staff have access to our supportive, well-being packages. We would like to invest in the long-term career of an exceptional candidate and would welcome visits from prospective applicants.

Who we are:

The Mosaic Learning Trust was established in 2017. The work for all in the Trust is to serve the educational interests of students in becoming successful learners, confident individuals and responsible citizens, irrespective of background or ability. We have set our Trust on achieving:

- Ambitious expectations with successful outcomes so that no child is left behind in achieving all they can
- Academies committed to excellent teaching and learning with highly performing personnel
- Well led academies across all levels working within well-established staffing structures
- Self-evaluation built around accountability, development and improvement. Each academy will have data astute and responsive management systems
- Academies that offer engaging, relevant and well-considered curricula
- Excellent Trust governance that will ensure we are a Trust that is financially viable and forward thinking
- Academies that provide safe and positive learning environments by dedicated members of support.

At **Standish Community High School**, we are committed to the highest levels of academic achievement, personal growth and lifelong fulfilment. Our motto 'Be Outstanding' captures our determination and belief that all of our students deserve the very best education and opportunities that enable them to flourish and grow in confidence and develop the skills and expertise, to become happy and well-rounded, successful individuals.

Southlands High School believes in being a strong and loyal community in which every student and every member of staff is supported to achieve their very best and reach their fullest potential. Through high quality teaching, strong pastoral systems and a focus on personal development, we seek to prepare each and every student for the bright and optimistic future ahead of them.

At **Golborne Community Primary School**, our constant aim is to facilitate children's learning in a warm, encouraging and respectful community existing in a quality and stimulating environment. Our ethos relies heavily on the concept of independent learning and self-discipline. We hope to develop in all children the desire to learn and the ability to apply their full knowledge. At the same time, we want to help each child find the self-esteem and confidence that are so necessary to live a full and happy life.

March 2023

Dear Applicant,

Post Title: Higher Level Teaching Assistant (HLSA)

Many thanks for your interest in the above position. Please find enclosed the following documents:

- ❖ Information about Standish Community High School
- ❖ Exam Results
- ❖ Job Description
- ❖ Person Specification
- ❖ Arranging a Visit/Application Process

Standish Community High School is advertising for a permanent Higher Level Teaching Assistant to commence employment as soon as possible.

The successful candidate will work with young people who experience a barrier to their learning and supporting to remove this alongside the pupils, teachers, external professionals, and families. This post is vital in supporting pupils with additional needs throughout our school. The role complements the work carried out by the SENDCo to ensure that statutory requirements are completed according to timescales.

The working hours will be 37 hours per week, term time plus 2 weeks, 8.15 a.m. until 4.15 p.m. Monday to Thursday and 8.15 a.m. to 3.45 p.m. on Fridays.

You can apply through TES <https://www.tes.com/> and Teacher Vacancies [Find a job in teaching - Teaching Vacancies \(teaching-vacancies.service.gov.uk\)](https://www.teach.gov.uk/jobs/). You can also apply by filling in a School application form found on the School Website or on the [Home | greater jobs](#) website. Late applications will not be considered. Completed application forms can be forwarded by email to: recruitment@standishchs.wigan.sch.uk

Applications will be considered as soon as they are received, and the closing date will be Monday 17th April at 9.00 a.m. Interviews are scheduled to take place on Thursday 27th April 2023. Any offer of employment is subject to a satisfactory enhanced criminal record check with barred list through the Disclosure and Barring Service (DBS), medical clearance, references, and verification of qualifications satisfactory to the Trust.

Yours faithfully,



Miss R Atherton
Trust H.R. Manager



Standish Community High School

March 2023

Dear Applicant,

Welcome to Standish Community High School.

Thank you for considering an application to the permanent post of Higher-Level Teaching Assistant at Standish Community High School. I am happy to recommend Standish to you as a high performing and successful school with an intake of 1300 students. In our most recent Section 8 Ofsted Inspection carried out in October 2021, we retained the judgement of “good”. However, we continue to work relentlessly to achieve “outstanding” (<https://files.ofsted.gov.uk/v1/file/50173438>)

Our attainment figures place us amongst the top non-selective state-funded schools in England. This accolade has contributed to our designation as a Leading-Edge school by the Secondary Schools and Academies Trust (SSAT). Standish Community High School has been placed in the top 10% of non-selective schools nationally for attainment and we were placed in the top 20% of schools nationally for progress. These awards, along with others we have received, show our aspirations and ambitions for our students and equally the commitment, dedication, and professionalism of our staff. We were delighted that our successes have continued in 2022 with our outstanding GCSE results.

Although all schools are facing considerable change in education, we believe that our core values and positive ethos will guide us as we face the future. As a school, we remain entirely focused on and determined to unleash the potential in all students irrespective of background or ability.

Hopefully, this has inspired you to take a serious look at Standish. I consider it a tremendous privilege to be the Headteacher at Standish and lead such an incredibly well-motivated and inspiring team of teachers and support staff.

I look forward to receiving your application form.

Yours faithfully,

Mrs L Barker
Headteacher

EXAM RESULTS

	2018	2019	2020	2021	2022
Attainment 8	55.8	54.6	n/a	n/a	56.1
Progress 8	0.24	0.24	n/a	n/a	0.21

Standish	2018	2019	2020	2021	2022
5 x 9 – 4 including English and Maths	79	81	81	85	78
English and Maths Grade 4 and above	85	85	85	88	82
3 9 – 7	40	38	40	41	42
5 9 – 7	29	24	28	25	30

English Grade 9 – 4	95	92	93	94	92
English Grade 9 – 5	86	82	84	86	84
English Grade 9 – 7	47	44	42	40	52

Maths Grade 9 – 4	86	85	85	87	84
Maths Grade 9 – 5	70	62	66	66	69
Maths Grade 9 – 7	33	24	29	30	27

Standish Subjects	Grade 9s – 2018	Grade 9s – 2019	Grade 9s – 2020	Grade 9s – 2021	Grade 9s – 2022
English Language	15	21	20	24	28
English Literature	19	16	21	26	17
Maths	15	12	16	17	7

JOB DESCRIPTION

INTRODUCTION	
Post Title:	Higher Level Teaching Assistant (Permanent)
Purpose:	<p>The post includes working with young people who experience a barrier to their learning and supporting to remove this alongside the pupils, teachers, external professionals, and families.</p> <p>This post is vital in supporting pupils with additional needs throughout our school. The role complements the work carried out by the SENDCo and Deputy SENDCo to ensure that statutory requirements are completed according to timescales.</p>
Line Management:	SENDCo
Responsible for:	LSA 2 / LSA3
Liaising with:	SENDCo, Deputy SENDCo, Nominated SLT Link, pastoral support, teaching staff, support staff, students, parents / guardians / carers, external agencies
Working time:	<p>37 hours per week working term time plus 2 weeks</p> <p>8.15 a.m. to 4.15 p.m. Monday to Thursday</p> <p>8.15 a.m. to 3.45 p.m. on Fridays</p>
Salary/Grade:	<p>Grade 6 SCP 14-20</p> <p>Actual salary £22,220.63 - £24,810.95 per annum dependent on current point and continuous service</p>
Disclosure Level	Enhanced
Conditions of Employment	No holidays are permitted during the 190-day teaching year.
Main Duties / Job Outline	<p>Responsibilities</p> <ul style="list-style-type: none"> • Coordinate, manage and implement Exam Access Arrangements. Communicate with the exams officer to ensure appropriate provision is in place. • Support with the school's statutory obligations in relation to pupils with Education Health and Care Plans, including liaising with external agencies, parents, and professionals. • Identify and respond to individual need through the delivery of alternative qualifications and / or intervention sessions to meet academic, social, and emotional needs. • Support vulnerable pupils to transition between KS2-3, KS3-4, and KS4-5 through a comprehensive programme, including effective CEAIG where required. • Keep up to date with developments of resources to enable vulnerable pupils to engage with the curriculum, including the use of assistive technologies. • Coordinate a programme of afterschool support for pupils which consolidates and extends the school's provision. <p>Support for teachers</p> <ul style="list-style-type: none"> • Ensure that IEPs are updated and communicated to teaching staff, including advising staff on how learning activities can be adapted to meet individual pupil's needs. • Act as a point of contact for teachers for advice and support around SEN, wellbeing, and social emotional mental health for pupils. Where required provide relevant training opportunities for teachers. • Circulate updated information from professionals, parents and pupils to teachers when required.

	<p>Support for home</p> <ul style="list-style-type: none"> • Liaise with parents to keep them fully informed about their child; coordinating and contributing to meetings and workshops where required. • Build positive relationships with home and act as a key contact for parents / carers for vulnerable pupils. • Where required, support families to increase attendance and punctuality of pupils. Develop strategies for increased attendance which can be shared with families. <p>Support for the school</p> <ul style="list-style-type: none"> • Advise on the appropriate deployment and use of resources to enhance learning activities, taking into consideration developing technology and the needs of individual students. • Liaise with relevant external agencies to meet the needs of students. • Ensure relevant documentation is completed and submitted to meet statutory and legal timeframes • Lead on the annual cycle of statutory meetings and ensure that this is coordinated to external agencies and families. Build and maintain strong relationships with external agencies. • Liaise with wider teams across school to ensure outstanding pastoral care is in place for vulnerable pupils, including the completion of home visits where required. • Contribute to the financial planning and the effective use of funds for vulnerable pupils. • Use a range of data to track and monitor the progress of vulnerable pupils. Where required, proactively liaise with staff across school to implement support packages. • Support the Senior Leadership Team with the implementation of the behaviour policy through the use of the 'on-call' system. • Be a lead professional in relation to effective safeguarding processes and policies, completing enhanced safeguarding training regularly. <p>Supervision of staff</p> <ul style="list-style-type: none"> • Be responsible for the effective deployment of support staff. • Take part in the recruitment, induction, training and mentoring of support staff. • Coordinate regularly to team meetings / briefings and ensure that the team are made aware of whole school developments as well as providing a platform for professional development.
Health and Safety Training	<ul style="list-style-type: none"> • To undertake Health and Safety Training on areas within the designated work area • During fire evacuations be responsible for accounting for staff / being a fire marshal and follow procedures explained in the Fire Safety and Evacuation Procedures Policy
Other Specific Duties	<ul style="list-style-type: none"> • To support with the school duty rota as directed through whole school systems and other generic duties.
School Ethos	<p>Play a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example</p> <p>Promote actively the school's corporate policies</p> <p>Comply with the school's health and safety policy and undertake risk assessments as appropriate</p>
SIGNATURES	
The school 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.

This job description is current at the date below but will be reviewed on an annual basis and following consultation with you, may be changed to reflect or anticipate changes in the job requirements, which are commensurate with the job title and grade.

Whilst every effort has been made to explain the duties and responsibilities of the post each individual task undertaken may not be identified. Employees are expected to comply with any reasonable request from the Headteacher / SLT link to undertake work of a similar level that is not specified in this job description.

Signed
(HLSA)

Signed
(Headteacher)

Dated
(HLSA)

Dated
(Headteacher)

SAFEGUARDING OF CHILDREN AND YOUNG PEOPLE

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

PERSON SPECIFICATION

HLSA

	Essential / Desirable
EXPERIENCE	
Experience of preparing and delivering resources (age and ability appropriate) to engage with students who are vulnerable and contribute to their learning objectives	E
Experience of effectively using ICT to support the learning of students	E
Experience of developing and implementing Individual Education Plans, Support Plans and Behaviour Plans for students Experience of dealing with parents/carers and outside agencies	E
Experience of evaluating and preparing feedback on students' academic achievements and progress, effort and social development, to contribute to the overall feedback produced by the class/subject teacher and teachers	E
Experience of working with students of different abilities, and adapting own approach and learning resources in accordance with students' needs and identified learning styles	E
TRAINING & QUALIFICATIONS	
Meet Higher Level LSA standards or equivalent qualification experience / comparable level of experience or willingness to work towards qualification	E
Training in the relevant strategies or a willingness to undertake such training	E
ILM (NEBS) or equivalent supervisory experience	D
3 x GCSE - Maths & English to Grade C or above (or equivalent recognised qualification)	E
Willingness to undertake further relevant training	E
Willingness to undertake basic first aid training/training in specific medical procedures	D
KNOWLEDGE & UNDERSTANDING	
Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post	
Full working knowledge of the policies/codes of practice/legislation relevant to the role, including the promotion of students' welfare	E
Knowledge of implementation of the national/foundation stage curriculum and other relevant learning programmes/strategies	E
Effective use of how to use ICT to support learning	E
In-depth understanding of child development their learning styles and cognitive processes	E
Understanding of statutory frameworks relating to teaching	E
Knowledge of a range of strategies to promote good behaviour and establish a purposeful learning environment	E
Knowledge of physical, intellectual, emotional, and social development of children (PIES)	E
Experience of working with learning resources and helping with their preparation to support learning programmes	E
Ability to self-evaluate learning needs and actively seek learning opportunities	E
PERSONAL SKILLS, ABILITIES AND COMPETENCIES	
Applicants should be able to provide evidence that they have the necessary skills and abilities required	
Interpersonal skills to build and maintain successful relationships with students, treat them consistently with respect and consideration, and to demonstrate an interest in their development as learners	E
Communication skills to liaise sensitively with parents/carers, fostering their interests in their child's development and activities of the school (Key Worker Role)	E
To demonstrate and promote the positive value, attitudes, and behaviour you expect from	E

students with whom you work	
Creative skills to prepare and design learning activities which relate to the National Curriculum, engage and stimulate students and are appropriate to the different abilities of all students	E
Teamwork skills to work collaboratively with colleagues and to carry out your role effectively knowing when to see help and advice	E
Effective organisational skills to work under pressure to complete tasks to potentially conflicting deadlines	E
Ability to organise, lead and motivate a team	E
Ability to manage performance of a team and to identify training needs	E
To work flexibly as the workload demands	E
Occasional out of hours working to support school functions/events/activities	E
Ability to work in accordance with the school's health & safety policies	E
Professional attitude and a positive role model for staff	E
Ability to work confidentiality and be tactful and diplomatic	E
Integrity, professionalism and diplomacy	E
Honest and trustworthy	E
PERSONAL QUALITIES	
Integrity, professionalism, and diplomacy	E
Tact and a sense of humour	E
A personal and friendly nature	E
Excellent attendance	E
APPLICATION	
Accurate completion of school or online application form	E
Letter which addresses person specification, evidence in letter and application	E
High standards in spelling and writing	E
LEGAL ISSUES	
Legally entitled to work in the UK	E
Enhanced DBS Clearance	E
Valid UK Driving Licence, access to a vehicle with business insurance	D

Arranging a visit:

Candidates wishing to visit the school or arrange a telephone discussion can contact Amy Unsworth and HR Administrator, who will arrange a suitable time: 01257 478731.

Application process:

To apply, please use the TES or Teaching Vacancies application form.

Advertising date: 10th March 2023
Closing date: 17th April 2023 9.00 a.m.
Short listing: 18th April 2023
Interview date: 27th April 2023

In line with Safer Recruitment guidelines, we will be taking up references in advance of the interviews and taking them into account throughout the interview process.

Standish Community High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and adhere to the school's child protection policies and procedures ([link to policies](#)). Enhanced checks through the Disclosure and Barring Service (DBS) will be required for this post.

The post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulation and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations and is also subject to medical clearance.

More information about the school can be found on the website www.standishchs.wigan.sch.uk

When completing your TES, Teaching Vacancies or school application, please ensure that all sections are completed, gaps in employment history are accounted for and details of awarding bodies included. You should refer to the job description and person specification to guide your application. Your supporting statement should be no more than 2000 words. Please note that late applications will not be considered.

