



HIGHER LEVEL TEACHING ASSISTANT (WITH SEN EXPERIENCE)

START DATE: AS SOON AS POSSIBLE



Dear Applicant,

Thank you for expressing an interest in the post of Higher Level Teaching Assistant (HLTA) with SEN experience at St Andrew's CE Primary School, Fontmell Magna.



St. Andrew's is a delightful, innovative small school. We enjoy superb grounds and an attractive and well-presented school site. A parent recently described it as 'a small school with a big heart'. We are tucked away in the heart of a beautiful village in the Dorset countryside, embroidered with history, it is a beautiful place to come to work each day.

Our school is very much part of the local community - we have strong links with the Church and the village groups; we have wonderful support from the Academy Committee, parents, a band of volunteers from the community and our PTFA. We are committed to achieving excellence in education and aim to inspire children's imaginations through a range of engaging and challenging learning experiences within a Christian environment.

Our Biblical narrative "All things are possible to one who believes". Underpins our aim to inspire our children so that they are enabled to THRIVE, LEARN and SHINE in all they do. All of our work is aimed at developing great teaching and learning, excellent behaviour and a warm, safe and positive school ethos where every individual is truly valued and included. We work together to ensure our pupils are happy, secure and successful.

We believe that children's education is a partnership between home and school. We aim for our youngsters to leave us in Year 6 as well-rounded young people with a strong sense of what is socially, morally and culturally acceptable, and secure in the knowledge that they have a contribution to make to the world around them. We have mixed-age classes in Reception, Year 1/2, Year 3/4 and Year 5/6 (from September 2024).

We are excited to be part of SAST. There is real strength in coming together with a collective responsibility for all the children's development and progress between 0-19 years. The trust believes in preserving schools in their local community. This means that there will be considerable local expertise to support the school and staff with the chance to contribute to wider developments. At the heart of SAST is the desire to work in partnership, to collaborate with others and to be outward facing for the benefit of children and staff. The schools have extensive links beyond the immediate area and are keen to extend these further.

There is further information about the school on our website: www.standrewsfontmell.co.uk and the trust at www.sast.org.uk

You are very welcome to visit us in advance of an application or please contact the school office for any further information. On behalf of the staff, children, and governors we look forward to welcoming you to a school we are very proud of.

Very Best Wishes,

Matt Barge
Executive Headteacher

Dan King
Head of School

THE ADVERT & APPLICATION PROCESS

We look forward to receiving your application by **9am, Friday 09th August 2024**
If chosen for interviews these will take place **on Thursday 05th September 2024**

Salary: Grade 9, Point 19: £23,005 per annum

Contract: Fixed-Term until 23.07.2025, 32.5 hours per week, 39 weeks per year (Term Time plus inset days)

We are looking to appoint an exceptional Higher Level Teaching Assistant with SEN experience with energy and enthusiasm to join our team at St Andrew's Primary School. The successful candidate will work on a 1:1 basis with a named child and may be used to cover lessons across the school and plan for directed lessons. This is a wonderful opportunity to join a school within a Trust with great potential, some real strengths and the ability and desire to develop further.

The hours of work for this role will be 8.20am – 3.20pm with a 30-minute unpaid lunch break.

You are asked to provide the following:

- A completed application form
- A letter of application (no more than two sides of A4) outlining how your knowledge, skills and experience fit this role

Applications should be sent by email to: recruitment@sast.org.uk

SAST will conduct online searches of shortlisted candidates. In line with KCSIE guidance, this will be part of safer recruitment checks, and the search will purely be based on whether an individual is suitable to work with children. As care must be taken to avoid unconscious bias and any risk of discrimination, a person who will not be on the appointment panel will conduct the searches and will only share information if and when findings are relevant and of concern.

Safeguarding responsibilities associated with this role may include engagement in regulatory activity, such as administering first aid or supporting an upset child. It will have contact with young people on a day-to-day basis. SAST is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and the post is subject to safeguarding checks, including an enhanced DBS check and Children's Barred List check. The post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

SAST recognises the benefit of having a diverse workforce and is committed to building a workforce which reflects diversity from the communities it serves. SAST values the contributions from all staff from a wide range of different backgrounds and actively seeks to promote an environment that is free from discrimination and harassment and at the same time supports fair promotion and cultural acceptance. Under the provision of the Equality Act 2010 SAST welcomes applications from everyone and operates a recruitment process which is fair and does not discriminate against or disadvantage anyone because of their age, disability, gender reassignment status, marriage or civil partnership status, pregnancy or maternity, race or nationality, religion or belief, sex, or sexual orientation.

This role is UK- based and your right to work will need to be established as part of the appointment process.

(Internal ID Number: RAF496)

JOB DESCRIPTION



Post: Higher Level Teaching Assistant (HLTA)

Scale: Grade 9

Main Job Purpose

- This is primarily a classroom-based role. Postholders will work as members of school teams, working with teachers, teaching assistants and pupils to make a major impact on teaching and learning
- Higher Level Teaching Assistants will have high expectations of all pupils and respect for their social, cultural, linguistic, religious and ethnic backgrounds. They will be committed to raising pupils' educational achievement. The primary purpose of the Higher Level Teaching Assistant is to complement the professional work of qualified teachers by taking responsibility for agreed learning activities under an agreed system of supervision. He/she will have a significant role to play in the planning, delivery and monitoring of learning activities.
- He/she may be deployed as one of the strategies schools choose to release teachers for guaranteed planning, preparation and assessment (PPA) time. They may carry out work specified in the regulations made under section 133 of the Education Act 2002, under the direction and supervision of a qualified teacher.

Main responsibilities and duties

- To undertake the following, subject to the direction and supervision of a qualified teacher in accordance with arrangements made by the headteacher of the school:
 - Planning and preparing lessons and courses for pupils
 - To contribute effectively to teachers' planning and preparation of lessons.
 - Work within a framework set by the teacher to plan their role in lessons including how they will provide feedback to pupils and colleagues on pupils' learning and behaviour.
 - To contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.
 - To contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures.
- Delivering lessons to pupils. This includes lessons delivered via distance learning or computer aided techniques:
 - Using clearly structured teaching and challenging learning activities, they interest and motivate pupils, and advance their independence as learners.
 - Communicate effectively and sensitively with pupils to support their learning.
 - Promote and support the inclusion of all pupils in the learning activities in which they are involved.
 - Use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.
 - Advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
 - Where relevant, guide the work of other adults supporting teaching and learning in the classroom.
 - Recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
 - Organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility.

- Assessing and recording the development, progress and attainment of pupils:
 - Support teachers in evaluating pupils' learning needs and progress through a range of assessment activities.
 - Monitor pupils' responses to learning tasks and modify their approach accordingly.
 - Monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.
- Reporting on the development, progress and attainment of pupils:
 - Contribute to maintaining and analysing records of pupils' progress
 - Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

Knowledge & skills

Essential:

- Higher Level Teaching Assistants must demonstrate sufficient knowledge and understanding to be able to help the pupils they work with make progress with their learning.
- This knowledge and understanding will relate to a specialist area, which could be subject based or linked to a specific role (e.g. in support of an age phase or pupils with particular needs).
- They must have achieved a qualification in English/literacy and mathematics/numeracy, equivalent to at least Level 2 of the National Qualifications Framework
- They must have sufficient understanding of their specialist area to support pupils' learning and be able to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved.
- They must be familiar with the school curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved
- They will understand the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understand the place of these in the related teaching programme.
- They will know how to use ICT to advance pupils' learning and use common ICT tools for their own and pupils' benefit.
- They will know the key factors that can affect the way pupils learn and promote the inclusion and acceptance of all pupils within the classroom.
- They are aware of the statutory frameworks relevant to their role.
- They know the legal definition of Special Educational Needs (SEN), and are familiar with the guidance about meeting special educational needs given in the SEN Code of Practice.
- They know a range of strategies to establish a purposeful learning environment and to promote good behaviour.

Additional:

- The postholder should have been assessed by an accredited Assessor as having met the HLTA standards.
- Recent successful experience as a Teaching Assistant or similar position within an educational environment
- Qualifications equivalent to NVQ Level 3 for Teaching Assistants.
- Successful completion of NVQ level 3 for Teaching Assistants/or equivalent specialist qualification /or minimum 40 credits towards Certificate of Higher Education or foundation degree 5. Willingness to undertake further relevant study or training.

Supervision & management

- To carry out duties subject to the direction and supervision of a nominated teacher in accordance with arrangements made by the headteacher of the school.
- To supervise and manage pupils and their learning within the context of the learning environment, in accordance within an agreed remit from the class or subject teacher.
- To supervise the work of Teaching Assistants within the learning environment, unless a qualified teacher is present.

Problem solving and creativity

- The postholder must act consistently within school policy and procedures to ensure that pupils are treated fairly and with equality. Lack of such consistency would have significant repercussions for other colleagues and for whole school ethos.
- The postholder will need to use a variety of interpersonal skills and strategies to establish supportive and positive relationships with colleagues, pupils, parents and carers.
- Know and use the school's referral system as appropriate in the event of problems with an individual pupil, or class or other adult.
- Flexibility in carrying out duties will be required.

Key contacts & relationships

- Build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and be concerned for their development as learners.
- Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work.
- Encourage pupils to interact and work co-operatively with others.
- Work collaboratively with colleagues and carry out their roles effectively: know when to seek help and advice.
- Liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning.
- Aim to improve their own practice, including through observation, evaluation and discussion with colleagues.

Decision making

- There will often (regularly) be a need to make immediate (direct) decisions, without initial referral to teachers, in relation to classroom management and the care, control and safety of pupils. Such decisions must be taken in accordance with school policies but the postholder will often need to act on his or her initiative.
- He/she will take responsibility for the maintenance of working standards and behaviour in the learning environment when working in charge of a group or class of students.

Resources

- Books, stationery, writing equipment
- ICT and AVA equipment

Working environment

- Work within the established policies of the school.
- Size, phase and type of school will var.
- Includes work with individual pupils as well as groups and whole classes.
- Normal school environment which will involve standing for extended periods and also frequent bending.
- Frequent use of ICT and AVA equipment
- Lifting of books and equipment

- Some school sites are extensive where postholders may be required to work throughout the site on more than one floor.
- Within a Special School environment staff may be required to deal with a range of needs which may be physically demanding.
- School environment with a variety of learning environments including classrooms and specialist areas.
- Occasional disruption to planned tasks and order of tasks by pupils and colleagues.
- Occasional requirement to work outside the normal school environment eg visits.
- Within a Special School environment staff may be required to deal with extremes of behaviour and /or a range of needs which may be physically and /or emotionally demanding.

Safeguarding Responsibilities for this post

Safeguarding responsibilities associated with this role may include engagement in regulatory activity, such as administering first aid. It will have regular contact with young people on a day-to day basis. SAST is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and the post is subject to safeguarding checks, including an enhanced DBS check and Children's Barred List check. The post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.



ABOUT ST ANDREW'S PRIMARY SCHOOL, FONTMELL MAGNA



About Us:

St Andrew's is a small church school situated in the heart of the delightful Dorset village of Fontmell Magna. Families come to us from Shaftsbury and many of the surrounding villages. In June 2019 the school became an academy and joined SAST. We enjoy good relationships with other trust schools and benefit from working in collaboration with them.

Being a small primary school allows us to fully embrace our community, coming here is like being part of an extended family. Our connection with village life, the church and our families is strong and we flourish because of this joined up approach. Our pupils BELIEVE that all things are possible and because of our belief in ourselves, each other and God we THRIVE, LEARN and SHINE together.

BELIEVE: THRIVE: LEARN: SHINE

We aim to offer **St Andrew's Curriculum Story** from EYFS – Year 6 that delivers a secure base of knowledge for our youngsters. Learning of skills that is delivered in sensible bite size pieces allowing pupils to build on their prior knowledge, secure the necessary components in each subject and make steady progress throughout their school life. Our 'knowledge rich and embedded skills' approach will allow our youngsters to reach the end of the story here ready to confidently open the pages of the next one, fully prepared and excited for what comes next.

Through our BELIEVE SYSTEM we have woven our school values and development of learning behaviours. As children move through our school, they are reminded daily what it takes to live effectively as a contributor to our 'Thriving Learning Community'.

Threaded through all we do are our curriculum drivers, agreed collectively by our teaching team. These are COMMUNICATION, COMMUNITY and the ENVIRONMENT these key drivers feel wholly appropriate for this period in our children's lives. A language rich and community focused curriculum feels right to us here and now. With an eye fixed firmly on the collective impact we are having and the positive one we could have on the wider world around us by gaining more knowledge and the skills to go beyond our local area and make a difference.

We welcome visitors and seek to provide our children with a range of stimulating and inspiring, challenging, and thought-provoking members of the wider community. We have created (from September 2022) a St Andrew's Experience Offer that complements and layers up our day-to-day curriculum. We want our children to experience as much from others and amazing places as they possibly can in their time with us. We intend to fill their learning with opportunities that embrace the arts, local events, people of interest, cultural moments, awe inspiring content, historical places, local community life etc. We intend to draw the Fontmell community in to work with us as we continue to grow links with the church, our families, and any wider Dorset or national opportunities.

Ofsted visited in April 2022 and removed the school from Special Measures to Requires Improvement. This was an accurate judgement and reflected the strong desire to quickly improve the education for the children at St Andrew's who have, for too long been let down. The report praised the clear vision and direction of travel for the school and noted that time to embed the work was now required for the school to be good.

Becoming a Flourishing School

We will know we are **THRIVING** when:

- We feel positive about ourselves and have faith
- We show courageous advocacy and are not afraid to 'step up'
- We feel safe, cared for, and listened to
- We can express ourselves and share our emotions
- We feel able to reflect and reach out to each other
- We have a community that works together for the good of all
- We share the 'good days' and the 'not so good days' and it feels ok
- The adults here show they are genuinely bothered about us and want the very best for us.

We will see great **LEARNING** through:

- Improving outcomes
- Being able to reflect on what have seen in history and make better choice
- Visibly making progress in all we do
- Positive classroom behaviour and active learning behaviours
- Engaged and hardworking young people
- Embracing our mistakes, and learning from them with a positive mindset
- Wanting to work hard and pushing through when it is tricky
- Not putting a ceiling on what we can achieve
- We are curious and seek to know more
- We are showing creativity
- We communicate effectively and are 'vocabulary rich'
- We have knowledge embedded in our long-term memories

We will recognise when we **SHINE** because:

- We will want to celebrate our achievements
- Our school community will celebrate with us
- We are making a difference in our school and our community
- We care deeply about our environment, our impact on it and our role in protecting it
- Other people around us will also shine because we share our successes
- We will look outward to what is around us and invite others in to share
- Our school will be full of contented young learners and people will want to come here
- We will display honesty, courage, kindness, and respect, be loving and persevere

Relationships are strong here; pupils receive a warm welcome every day and are met with the same warmth we would afford a friend coming to our homes. Staff meet and greet all pupils they encounter and share in the individual celebrations and support all pupils where this is required. The team and community ethos are very strong, and our efforts have paid off in terms of everyone taking ownership of improving the school. This is a place that cares for the children wholeheartedly and parental feedback supports this.

We are seeking ways to be 'Advocates for Change' in our community. Early opportunities with donating for the Local Food Bank for Harvest and 'Hello Yellow' have given us the appetite for more and greater involvement in changing things for those around us who struggle. Our first half term this year allowed us to develop a coat and shoe 'swap shop' for families in need. Leaders are keen to empower the children here to act for the good of others!

Our Facilities and those we access to enhance our curriculum

St Andrew's appears on arrival to be a very small Victorian building but don't be deceived! On entry you will find an inviting entrance foyer that opens onto an array of rooms and learning spaces we have

fully utilised. From the intervention room where phonics, maths and ELSA groups take place to the peripatetic music and SEN rooms, we are blessed with light airy and welcoming spaces. Our library provides a bright and welcoming environment for children to read and come together for group work away from class. It is quite literally at the heart of our school building, which is perfect because we believe that reading is the gatekeeper to all we do here...

Hot meals are available to all via Caterlink who deliver them into us each day. Our healthy and nutritious menu is popular with students, and our 'family dining' arrangements mean older and younger pupils sit together to chat over lunch.

Students also benefit from access to a fully equipped gym, and a 25m swimming pool on the Port Regis school site. We take classes to this fabulous venue to have swimming and gym lessons as part of the PE curriculum. The coaches on site offer an excellent programme that ensures our children both enjoy and excel in these areas. We also have access to Shaftsbury Comprehensive for cooking and enjoying the arts!

There are many after school club/activities that change regularly through the year. These have included rugby, athletics, art, Eco, story, 1:1 tutoring, football, dodgeball, cricket and tennis to name a few.



Please do take the time to come and visit us and see why we are proud of our constantly improving school. An application to join us would give you a very special opportunity to come along with us on an exciting and rewarding journey towards being GREAT!

INFORMATION ABOUT WORKING FOR SAST



SAST is a multi-school trust, formed in June 2017, with 18 schools across Dorset and South Somerset. We have more than 5,700 students and over 850 members of staff. There is real strength in coming together with a collective responsibility for all the children's development and progress between 0-19 years. SAST has large town primary schools with over 300 children, smaller village primary schools and nursery provision. SAST also has 5 secondary schools, some with a Sixth Form provision. There is a mix of formerly maintained and Church of England schools - both voluntary controlled and voluntary-aided in the Diocese of Salisbury. We believe in preserving Schools in their local community.

Our Schools:

A key principle of the SAST is that member schools maintain their own character, such as church and community status. All schools in the multi-school trust are equal partners and are committed to the principles of collaboration, sharing expertise and resources to enable all partner schools to deliver excellent education for all young people in their care.

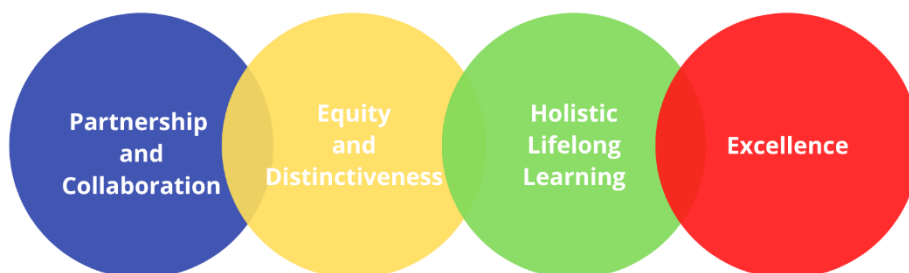
At the heart of SAST is the desire to work in partnership, to collaborate with others and to be outward facing for the benefit of children and staff. The schools have extensive links beyond the immediate area and are keen to extend these further.

SAST works by providing opportunities to share and improve - to develop further our provision as well as supporting the quality of leadership and management. This includes sharing best practice, being creative in maintaining a broad and diverse curriculum, ensuring the care and support is in place for children and families and enabling further staff and teacher development. We also work together on meeting the challenges of funding and the opportunities for financial efficiency, determining for ourselves which services and providers we will use to provide outstanding provision for our children. There is real strength in coming together with a collective responsibility for all of the children's development and progress between 0-19 years.

Our Vision:

Delivering educational excellence through aspiration and collaboration.

Our Values:



Partnership and Collaboration

Our schools support each other, by sharing expertise and resources, to ensure improvement.

Equity and Distinctiveness

We celebrate the individuality of each school and all in it. We are proud to be at the heart of our local communities.

Holistic Lifelong Learning

We promote the personal development of every child and a love of lifelong learning for our students and staff.

Excellence

We provide a high-quality education to enable all students and staff to aspire, thrive and succeed.

Organisation - How we work:

All our schools are successful. Of course, we recognise that we need to continually improve and evolve. The priority is to enable every school to continue to provide an excellent education for all our students while protecting their role at the heart of the community, along with our unique qualities and strengths.

There is a balance as to the responsibilities delegated to schools and those that are the responsibility of SAST. The focus is to continually evaluate, improve and develop through strong, effective and accountable leadership at all levels. The aim is to establish clear, simple and effective accountability including slim and streamlined governance.

Partnerships:

Partnership and collaboration is a core feature of all our schools – a genuine desire to be outward-facing, to use the best ideas from across the world. The schools have always worked closely together across Dorset and Somerset.

SAST Benefits:

As part of SAST, we can offer you a range of benefits including:

- High- quality CPD opportunities
- A strong and highly experienced network of Trust senior leaders
- Access to the Local Government Pension Scheme
- Employee Assistance Programme
- On-site nursery provision at some of our schools
- Cycle to work scheme

