



**An All-through Co-operative School**

Carlton Avenue East, Wembley HA9 8NA  
Executive Headteacher: Mr Russell Denial  
[www.preston-manor.com](http://www.preston-manor.com)

# **HLTA (HIGHER LEVEL TEACHING ASSISTANT) MAINSTREAM UPPER SCHOOL (AGES 11 – 18): Literacy Focus INFORMATION PACK**

**Permanent vacancy**

**36 hours per week, Term Time plus 5 inset days  
Salary – Scale SO1, spinal point 23 - 25 plus Outer London Weighting (£30,239  
- £32,108 pro rata)  
circa £26,562 - £28,203 (inclusive of Outer London Weighting)**

**Required from: September 2022**

**Closing date: noon on Monday 27<sup>th</sup> June 2022  
Interviews: w/c 04<sup>th</sup> July 2022**



***Making School Memorable by Striving for Excellence***



Dear Applicant

Thank you for your interest in a post at our school and I hope that you will find the enclosed information useful.

This post is an opportunity for you to develop your career in a highly aspirational All-through Co-operative school. Our Lower School currently has children in Reception through to Year 6 and our Upper School continues to develop the potential of our students from the time they join us in Year 7 through to the time many of them leave to take up places at Russell Group universities.

Preston Manor has a creative climate of success with results exceeding national averages among a diverse and truly comprehensive school community. We are proud of the feedback we often receive from visitors on our positive ethos and how warm and welcoming our School is.

Our children and students respond to the challenges of learning with enthusiasm and excitement and are as keen to succeed as their teachers are for them to do so. Teaching and support staff are committed and hardworking, friendly and sociable and there is a strong emphasis on professional development in an innovative and supportive atmosphere.

I do hope that you will consider applying to join this successful and happy school and we look forward to receiving your application.

Yours sincerely

A handwritten signature in black ink, appearing to read 'R. Denial'.

Russell Denial  
Executive Headteacher



The success of Preston Manor School is built on an 80-year old reputation which continues to flourish through its committed staff, dedicated Governors and supportive parents.

We value working in partnership together with our young people to achieve the best outcomes for every student that joins our prestigious school. The school is oversubscribed for places, reflecting the reputation the school has for its academic rigour and excellence in teaching and learning.

We are proud of our focus on student and staff wellbeing, which is evident from the moment you step into our community. We are driven in our aims and ambitions and aspire to continue to build on our success in a supportive and friendly environment.

At Preston Manor we celebrate diversity and equality of opportunity, which is reflected in our high staff-retention rates and the successes of our student population.

We are currently looking for a Literacy Specialist Higher Level Teaching Assistant to support all students with SEND, with a focus on young people with literacy difficulties.

As a mainstream HLTA working in the Upper School you will be committed to inclusive education by working in classes, delivering high-quality support and intervention. You will also be required to lead on aspects of assessment and intervention delivery for young people with literacy difficulties.

We are looking to appoint an HLTA with good literacy, numeracy and communication skills as well as someone who shows initiative and flexibility and is able to relate to students from 11 - 18 years of age. We are particularly keen to hear from someone who holds HLTA status and has experience of working with young people with complex special educational needs.

You will join an energetic school which strives to ensure that all students enjoy learning and achieve their full potential.

The successful candidate will be expected to carry out their role on the school site.

**In return we will offer:**

- Motivated, enthusiastic and ambitious students
- Friendly and supportive staff
- Well-resourced facilities with newly refurbished classrooms
- A professionally stimulating and collaborative working environment
- A commitment to professional development

The school is situated within walking distance of the world famous Wembley Stadium. There is easy access to newly created facilities including the London Designer Outlet.

The school benefits from excellent transport links via public transport and is located a short walk from both Wembley Park and Preston Road Underground stations. Central London locations are accessible within 20 minutes from the school. The school is also easily accessible from main roads including the M25, M1, M40, A40 and A406.

The above post provides an excellent opportunity to work in a high quality environment and to become part of a highly motivated and visionary staff.

## Safeguarding

Preston Manor School and its staff are committed to safeguarding the welfare of children. The School is registered with the DBS and successful applicants will be required to complete successfully the Disclosure procedure at the Enhanced level. It is an offence for any person barred from working with children to apply for this post.

The School's Application Form will only be accepted from candidates who have completed this form in full. CVs will not be accepted as a substitute.

In addition to completing an application form, all applicants will be required to complete a criminal records self-declaration form. Please note you are not required to disclose convictions or cautions that are 'protected', as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013). If you have a conviction and are not sure whether it is 'protected', please visit the Gov.UK link below:

<https://www.gov.uk/tell-employer-or-college-about-criminal-record/check-your-conviction-caution>

The safeguarding responsibilities of this post have been outlined in the job description and person specification.

Preston Manor School is committed to Equal Opportunities and welcomes applications from all sections of the community.

For further information and an application pack, email **hradmin@preston-manor.com** or download the pack from our website at **www.preston-manor.com**

The school reserves the right to close the vacancy earlier than the date advertised, so early application is advised.

# **JOB DESCRIPTION**

## **Purpose of Post**

- To undertake a specialist role utilising relevant expertise in raising the standards of literacy amongst students identified with special educational needs and/ or specific literacy difficulties.
- To complement the work of the Learning Support Department and wider school staff by contributing to the progress and well-being of all students, but with special focus on those with SEND.
- To deliver individual and small group teaching to students identified with SEN, with specific attention to literacy and communication skills.
- To take a lead role in supporting SEND students to access the curriculum.
- To plan, deliver and assess individual and small group teaching to students identified with special educational needs, primarily for literacy but potentially for other areas of need.
- To act as a leading point of liaison and contact between the Learning Support department and other subject areas highlighting specific student needs, developing resources, contributing to training staff and highlighting the importance of literacy across the curriculum.

## **Principal Accountabilities and Responsibilities**

- To work collaboratively with departmental and school colleagues and outside professionals as part of a professional team.
- To take a role in supporting all aspects of learning for students with dyslexia, dyspraxia and/ or literacy difficulties.
- To raise awareness and acceptance within the school community of students with special educational needs and especially those with literacy and/ or dyslexia, through managing Inclusion Ambassadorship programme, organising awareness events and facilitating opportunities to develop their cultural capital.
- To provide targeted and specialist literacy support to meet the needs of students with SEND:
  - To lead on writing of schemes of learning, set individualised targets, deliver interventions, monitor progress and set up methods of transference for students with SEN who have been identified with dyslexia, dyspraxia or other literacy difficulties.
  - To collaborate with subject leads and other relevant staff regarding literacy relevant content/ strategies in their SoL or teaching.
  - To lead on/ collaborate with SEN Specialist Teacher 1:1 and/ or small group screening/ assessments for students with literacy difficulties or suspected literacy difficulties.
- To be committed to the principle of Inclusion Education by supporting students' diverse needs both in and out of the classroom environment and provide support during unstructured times such as break, lunch and after school clubs.
- To collaborate with individual teachers to meet the needs of SEND students by identifying difficulties that may arise in a curricular context and taking steps to overcome them.
- To plan, assess and deliver learning activities to individuals, groups or whole classes, working with departments and individual students to meet the needs of students with SEND across key stages 3, 4 and 5 both in mainstream classes and in smaller groups.
- To support teachers by preparing resources, implementing strategies and promoting the active inclusion, participation and learning of SEND students, with emphasis on promoting the Additional Needs Booklet and following the SEN Feedback Policy.

- To act as a key worker by providing feedback to students, parents/ carers and other relevant staff on progress and achievements as well as administering their EHCP, writing and maintaining personalised action plans including PART targets and completing their Annual Reviews. This includes attending after school events such as parents' evening and other open evenings.
- To attend planning and preparation meetings, departmental meetings and whole staff meetings as required.
- To support identified students by:
  - Creating differentiated resources to support students' individual needs;
  - Ensuring students are motivated, engaged and progressing in the work set;
  - Identifying and championing opportunities to develop successful social interaction and encouraging peer support;
  - Following the SEN Feedback Policy for in-class supported lessons;
  - Taking a lead role in assisting students to join in group and verbal work;
  - Promoting self-esteem by praising effort and ensuring identifiable success in the classroom;
  - Encouraging students' independence in all areas of life;
  - Ensuring the safety and integration of students with physical and sensory needs;
  - Helping to manage students' physical and medical needs when necessary (training will be provided).
- To take a proactive role in the training, monitoring and performance management of a group of support assistants, including ensuring departmental procedures and monitoring are consistently applied across all staff.
- To administer routine tests and invigilate exams.
- To support with the management of students' transitions from primary to secondary, secondary to college and sixth-form to employment, training or university.
- To continually seek to improve own practice, including through observation and discussion with colleagues, and to seek advice and guidance as necessary
- To take part in regular in service training and to take responsibility for the ongoing development of your professional skills and knowledge.
- To accompany teaching staff on trips and school activities and take responsibility for a named student / group under the general supervision of a teacher.
- To maintain high standards of professional behaviour towards colleagues and students
- To maintain a safe, positive learning environment
- To be aware of and to comply with policies and procedures, and to report concerns to an appropriate person in respect of all school policies including Equal Opportunities, Child Protection, Health and Safety, Confidentiality and Data Protection.
- To undertake additional duties that are commensurate with the level of responsibility of the post, as directed by the SENCo and / or Executive Headteacher

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

### **Experience and Knowledge**

- Knowledge of Health and Safety legislation, General Data Protection Regulations, and Safeguarding processes.
- Demonstrate an understanding of the business aspects of schools.
- Experience of working in a fast-paced environment.

## **Safeguarding / Child Protection**

- Maintain appropriate professional standards at work in safeguarding children.
- Familiarise yourself with the named person(s) for child protection and safeguarding.
- Responsible for formally notifying the Executive Headteacher directly of any changes to status and must, for safeguarding reasons and at the earliest possible time, disclose all new information about cautions, reprimands, final warnings, police enquiries, pending prosecutions, convictions, criminal charges or summonses subsequent to the last DBS Enhanced disclosure.
- Responsible for safeguarding and promoting the welfare of children and young people and following school policies and the staff code of conduct.

## **General**

Whilst the contractual hours of work will be captured within the contract of employment, the school expects all non-teaching employees to be flexible in terms of hours to accommodate delivery of excellent services and manage peak workloads and any other duties appropriate to the role as directed by the Executive Headteacher or a delegated representative of the Senior Leadership Team.

Following appointment some minor negotiation of roles and responsibilities may be possible in order to take account of particular strengths and experience. Any changes to the job description following these discussions will be at the Executive Headteacher's discretion.

## **Conditions of employment**

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment). The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the Governing Body.



# PERSON SPECIFICATION

## QUALIFICATIONS

### Essential

- Higher Level Teaching Assistant qualification (either achieved or working towards formal recognition of competence against HLTA standards)
- Experience in a support role in an educational setting
- At least GCSE Grade C equivalent in English, Maths and Science
- Ability to play a lead role in supporting and guiding mainstream colleagues in implementing an appropriate range of strategies to support students with complex special educational needs

### Desirable

- Good degree or A-level equivalent in the following subjects: English/ Maths/ Science/ Psychology
- Specific training and/ or relevant qualifications focussed in literacy assessment, acquisition and/ or intervention
- Experience within a mainstream secondary environment
- Working knowledge of a range of software packages

## KNOWLEDGE AND EXPERIENCE

### Essential

- Successfully working with young people in a mainstream educational setting
- Good practice in Social Inclusion environment
- Understanding of literacy acquisition and experience of successfully implementing literacy programmes/ access strategies in lessons
- Experience of supporting students with dyslexia, dyspraxia and/or significant literacy difficulties

### Desirable

- Proven track record of working collaboratively with other professionals (e.g. teaching staff, outside agencies etc) to deliver high quality teaching and support to SEND students
- Experience in working with SEND students across KS3, KS4 and KS5
- Experience in creating and delivering highly differentiated learning programmes and resources to individuals, small groups or within a whole class setting
- Experience in planning, delivering and evaluating specific literacy programmes
- Experience in running assessments to determine literacy competence
- Experience in supporting / mentoring or line managing less experienced colleagues

## SKILLS AND ABILITY

### Essential:

- Excellent interpersonal skills
- Excellent communication (both spoken and written)
- Excellent organisational skills and ability to meet deadlines
- Ability to confidently and competently apply knowledge and skills from training within 1:1 lessons, group or whole class environment
- Ability to work effectively and cooperatively in a team
- Ability to build and form positive working relationships with students, parents/carers, and colleagues
- Ability to work on own initiative and to prioritise between conflicting demands
- Ability to establish and maintain firm and consistent boundaries
- Sound understanding of emotional / social difficulties and other barriers to learning faced by some students



- Creativity and imagination – ability to adapt to the needs of the student
- Ability to form strong working partnerships
- Confident in use of ICT

Desirable:

- Good monitoring and assessment skills
- Ability to plan and deliver high-quality lessons to individual students or groups of students
- Experience in running groups under teacher's supervision
- A commitment to undertake further specialist training as required
- Good record of health and attendance
- Ability to play a lead role in supporting and guiding colleagues in implementing an appropriate range of strategies to support SEND students

## **EQUAL OPPORTUNITIES**

Essential

- Awareness and commitment to equal opportunities issues and how these can be addressed in the classroom environment
- Experience of working in a multi-cultural environment
- Commitment and contribution to policies
- Committed to the promotion of equal opportunities, fundamental British values\*\* and Co-operative values\*\*\*

## **CHILD PROTECTION**

Essential

- To safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct

## **DISPOSITION**

Essential

- To be interested in students as individuals and how they learn
- To display a warm and approachable demeanour
- A flexible approach and sense of humour
- To display a professional manner in a variety of contexts
- To be positive and constructive
- To be resilient and assertive
- To be empathetic and sensitive to differing viewpoints
- To hold a belief in the importance of teamwork and collaboration

\*\* Fundamental British values – democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

\*\*\* Co-operative values – self-help, self-responsibility, democracy, equality and solidarity in addition to the ethical values of honesty, openness, social responsibility and caring for others