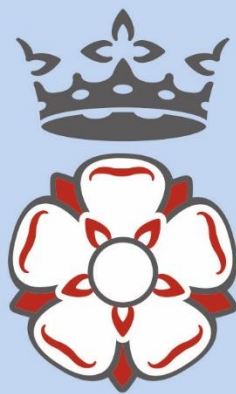


APPLICANT PACK



KING ECBERT SCHOOL



Realising Potential. Transforming Lives.

Headteacher welcome / letter

Dear Applicant

King Ecgbert School is seeking an outstanding **HLTA – One to One Specialist, to commence as early as possible in 2023. The post is IFTE, permanent.**



The school is exceptionally strong – rated outstanding by Ofsted, and has academic results that are consistently ‘well above average’. This is a truly comprehensive school serving both disadvantaged and highly affluent communities. We are proud of our diversity, with 20% of students disadvantaged, 30% EAL and 40% from BAME communities. The school leadership is motivated by social mobility, inclusiveness and a focus on vulnerable learners. We are looking for applicants who are committed to serving a diverse population and have experiences and perspectives that will enrich our work. The school is proud to offer one of Sheffield’s Integrated Resources for children with ASD. The sixth form is highly regarded for its record, not just of helping students access top Russell Group and Oxbridge Universities but also enabling students to be the first in their families to access Higher Education.

The school is proud to be at the heart of Mercia Learning Trust that started with King Ecgbert School and now comprises 6 schools both primary and secondary across the south west of Sheffield. The Trust is led by its CEO, Chris French and all the schools benefit from an expert central services team.

The school is principally as strong as it is because highly qualified teachers teach excellent lessons with high expectations of all students in terms of attendance, behaviour, attitude and character. The teaching team are backed up by an exceptional team of support staff who are experts in their field.

When we make appointments we are looking to strengthen an outstanding team; working in such a high achieving school is demanding but the camaraderie of working together to achieve excellence makes it a very rewarding place to work. The school is committed to staff development and supporting the career progression of the ambitious and talented.

The school was awarded the World Class Schools Quality Mark in 2017 and reaccredited in 2020 – the first school in the region to be nominated for and successfully achieve this accolade. This award enables the school to access a peer group of elite schools nationally.

We look forward to receiving your application.

Paul Haigh
Headteacher, King Ecgbert School

Advert

Post: HLTA One-To-One Specialist

Salary: Grade 6 (£28,900 – £32,909 pro rata)

Actual Starting Salary: (£24,719 to £28,148 based on less than 5 years' service)

Contract Term: 37 hours per week 39 weeks per year – permanent.

Start Date: As early as possible in 2023

We are delighted to offer the opportunity for an outstanding HLTA providing Specialist One-to-One support, to join our successful, forward looking SEN team. In the main, this role will focus on the delivery of bespoke support to a named student, including personal care. The successful candidate will work within an agreed framework of supervision to complement the professional work of teachers by taking responsibility for agreed learning activities, including planning, preparation and delivery. These activities will include one to one delivery, monitoring and assessment, record keeping regarding pupil participation and achievement, progress and development and therapeutic programmes. The postholder will direct and work alongside an LSA to deliver the required level of support. At times, the successful candidate will be required to support small, targeted groups or to provide whole class support. We are seeking to appoint an HLTA with the skills and experience to not only support students with SEN but also to build relationships with staff and students in the wider school community. In doing so they will promote an inclusive attitude towards students with SEN. The desire to develop a wide range of knowledge within all areas of the curriculum is imperative.

This position offers an opportunity to shape and develop future provision and become part of a talented and resourceful specialist team.

At King Ecgbert School, we believe in and promote our **ERA** values:

Academic **E**xcellence for all

Showing **R**espect at all times

Having high **A**spirations and personal goals that go beyond our time in school

We are committed to providing outstanding education for all in a safe, happy and positive learning environment.

King Ecgbert School is a highly successful and Ofsted recognised 'Outstanding' school which provides a first class education for over 1300 students aged from 11 to 18. We are looking for staff who are enthusiastic and are keen to make a difference.

Mercia Learning Trust is a growing multi-academy trust which currently includes 3 secondary and 3 primary schools. Our mission is to provide an outstanding education for pupils from 2-19. We are passionate that all our pupils should see their time at school as happy and fulfilling, with their potential developed to the utmost. Our approach is founded on partnership working, binding together our school, parents and their communities. We

are currently looking to recruit an outstanding candidate with the ability to support the academic progress and wellbeing of our students.

We hope that our recruitment pack and website provides you with plenty of information about us. However, should you require any additional information, or would like an informal discussion please contact us on 0114 235 3855 or email

fevans2@ecgbert.sheffield.sch.uk

To apply please submit a Trust application form to recruitment@merciatrust.co.uk. Please note, we do not accept CVs or Council Application forms.

Closing date for applications is: Midnight Monday 12 December 2022

Interviews are provisionally scheduled for: Monday 19 December 2022

JOB DESCRIPTION

Post Title:	Higher Level Teaching Assistant (HLTA) One-To-One Specialist Post
Grade:	6
Hours/Weeks:	37 hours / 39 weeks per year
Responsible to:	SENDCO
Responsible for:	Directing a Specialist Learning Support Assistant (Special) Level 3 in conjunction with the SENDCO

The post holder must at all times carry out his/her responsibilities within the spirit of Mercia Learning Trust and School policies and within the legislative framework applicable to academies.

PURPOSE OF THE POST

To support a named student by working within an agreed framework of supervision to complement the professional work of teachers by taking responsibility for agreed learning activities, including planning, preparation and delivery. These activities will include one to one delivery, monitoring and assessment, record keeping regarding pupil participation and achievement, progress and development and therapeutic programmes.

To work under the guidance of the SENDCO/teaching/senior staff/wider multi-disciplinary team and within an agreed system of supervision, to implement and modify work programmes with individuals/groups in or out of the classroom.

To be responsible for directing an LSA who will work alongside the HLTA.

Liaison with external professionals will be a key feature of the role.

KEY RESPONSIBILITIES

SUPPORT FOR STUDENTS/YOUNG PEOPLE

1. Provide feedback on the needs of a named pupil and use detailed knowledge and specialist skills to support the pupil's learning.
2. Use specialist (curricular/learning/ SEND) skills/training/experience to support students/young people

3. Assist, in partnership with teaching staff, with the development and implementation of personalised learning programmes
4. Establish productive working relationships with students/young people, acting as a role model and setting high expectations
5. Promote the inclusion and acceptance of all students / young people within the classroom
6. Support students/young people consistently whilst recognising and responding to their individual needs including support for students/young people in distress
7. Encourage students/young people to interact and work co-operatively with others and engage all students/young people in activities
8. Promote independence and employ strategies to recognise and reward achievement of self-reliance
9. Provide feedback to teachers and students/young people in relation to progress and achievement
10. Supervise students/young people and attend to their personal needs and implement personal programmes including social, health, physical, hygiene, first aid and welfare matters. Specifically:
 - Personal care / toileting needs
 - Bathing/Showering if necessary
 - Application of splints or other supportive equipment
 - Assistance in the transfer to and from vehicles and wheelchairs and mobility devices in accordance with manual lifting and handling procedures
 - Implement occupational therapy and physiotherapy programmes as directed by health professionals
 - Emergency treatments covered in basic first aid training
 - Supervise and support students/young people ensuring their safety and access to learning including visits to other establishments
 - Management of moving and handling needs within the building, for example access to standing frame or walker.

SUPPORT FOR THE TEACHER

1. Work with the teacher to establish an appropriate learning environment
2. Organise and manage appropriate learning environment and resources
3. Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
4. Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
5. Monitor and evaluate students/young people' responses to learning activities through a range of assessment and monitoring formats and strategies against pre-determined learning objectives against pre-determined learning objectives
6. Provide objective and accurate feedback and reports as required, on student achievement, progress and other matters, ensuring the availability of appropriate evidence

7. Be responsible for keeping and updating records as agreed with the teacher and the wider team of professionals, contributing to reviews of systems/records as requested
8. Undertake annotation of students/young people' work and accurately record achievement/progress
9. Promote positive values, attitudes, and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students/young people to take responsibility for their own behaviour
10. Liaise sensitively and effectively with parents/carers as agreed with the leadership team /SENDCO within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
11. Administer and assess routine tests, gather evidence for and support reasonable adjustments for examinations, and invigilate exams/tests
12. Provide general clerical/admin. support e.g. administer coursework, produce worksheets for agreed activities etc.
13. Support the use of ICT including preparing specialist software to ensure learning is accessible and recording is facilitated
14. Support the role of parents in pupils' learning and contribute to meetings with parents to provide constructive feedback on pupil progress, achievement etc.
15. Produce lesson plans, worksheets, plans etc.

SUPPORT FOR THE CURRICULUM

1. Implement and deliver agreed learning activities/teaching programmes, adjusting activities according to student responses/needs
2. Implement and deliver local and national learning strategies e.g. literacy, numeracy, KS3, and make effective use of opportunities provided by other learning activities to support the development of relevant skills
3. Deliver adapted and individualised resources and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
4. Support the use of ICT/specialist software in learning activities and develop students/young people' competence and independence in its use
5. Help students/young people to access learning activities through specialist support
6. Determine the need for, prepare and maintain general and specialist equipment and resources
7. Support the young person in catch up sessions or homework activities to maximise learning and ensure consistency in approach
8. Advise on appropriate deployment and use of specialist aid/resources/equipment
9. Select and prepare resources necessary to lead one to one or small group learning activities, taking account of pupils' interests and special educational needs.

SUPPORT FOR THE SCHOOL

1. 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
2. Be aware of and support difference and ensure all students/young people have equal access to opportunities to learn and develop
3. Contribute to the overall ethos/work/aims of the school
4. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students/young people
5. Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting the pupil.
6. Attend and participate in regular meetings
7. Participate in training and other learning activities as required
8. Recognise own strengths and areas of expertise and use these to advise and support others
9. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
10. Undertake planned supervision of students/young people' out of school hours learning activities
11. Supervise students/young people on visits, trips and out of school activities as required including attendance at other educational establishments
12. Deliver out of school learning activities within guidelines established by the school
13. Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
14. Any other related duties, appropriate to the grade and role, as they may arise

SUPERVISION RESPONSIBILITIES WHERE APPROPRIATE

1. In conjunction with the SENDCO, direct and work alongside an LSA and liaise between managers/teaching staff and the LSA
2. Be involved in regular meetings with the LSA

A great deal of the information and work dealt with is, of necessity, confidential, and it is important that none of this information is disclosed to any unauthorised person, and that is dealt with discreetly and with integrity.

WORKING ENVIRONMENT AND CONDITIONS OF THE POST

- The postholder may be required to travel and work within any school in Mercia Learning Trust.
- The postholder may be required to accompany a named student(s) on trips and visits outside of school, which may extend beyond core hours.

GENERAL DUTIES

- To ensure accurate employee records are securely maintained and held in accordance with General Data Protection Regulations (GDPR)/Data Protection Act 2018.
- To contribute to Mercia Learning Trust overall development to ensure that the Trust operates on the basis of shared and collective responsibility.
- To contribute to the overall ethos, work and aims of Mercia Learning Trust.
- Be aware of and support diversity, ensuring equal opportunities for all.
- Develop professional, constructive relationships with other agencies, schools and professionals.
- Participate in meetings, training and performance development as necessary.
- Recognise own strengths and areas of expertise using these to advise and support others.
- Be willing to undertake training and professional development as required of the post.
- Any other duties and responsibilities appropriate to the grade and role.

PROMOTION OF TRUST VALUES

- To contribute to whole school events as and when required.
- To support and contribute to the Trust's commitment to safeguarding all students. All schools in Mercia Learning Trust are committed to safeguarding and promoting the welfare of children and young people. Therefore, all employees are expected to share this commitment.
- To be aware of the school's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times.
- To be aware of and comply with the codes of conduct, regulations and policies of the School and its commitment to equal opportunities.
- All the above duties and responsibilities to be carried out in accordance with policies adopted by the School Governing Body and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety

This job description is current at the date indicated below but, in consultation with the post holder, it may be changed by the CEO to reflect or anticipate changes in the post commensurate with the grade or job title.

Issue Date: June 2022

PERSON SPECIFICATION

Post Title:	Higher Level Teaching Assistant (HLTA) One-To-One Specialist Post
Grade:	6
Hours/Weeks:	37 hours / 39 weeks per year
Responsible to:	SENDCO
Responsible for:	Directing a Specialist LSA (Special) in conjunction with the SENDCO

SPECIFICATION	ESSENTIAL	DESIRABLE
Qualifications	<p>Meet HLTA standards or equivalent qualification or experience</p> <p>Hold relevant qualifications at a level at least equivalent to NQF Level 3</p> <p>Demonstrable levels of numeracy and literacy equivalent to GCSE (A-C) or NVQ Level 2 (or by test)</p> <p>Training in the relevant learning strategies e.g. literacy and/or in particular curriculum or learning area such as ICT, Maths, English.</p> <p>Evidence of specialism in specific curriculum areas or areas of particular learning difficulty</p> <p>Knowledge or experience of working with young people with special educational needs</p>	

	<p>including physical disability and learning difficulties.</p> <p>Willingness to participate in other development and training opportunities</p>	
Knowledge and Skills	<p>*The ability to converse with parents and students and provide advice in accurate spoken English is essential to this role</p> <p>An excellent communicator with strong interpersonal skills, which engage students, parents, staff, Governors and the wider community</p> <p>Knowledge of the requirements of the national literacy and numeracy strategies</p> <p>Good organisational and time management skills</p> <p>The ability to maintain effective record keeping</p> <p>The ability to self-evaluate learning needs and actively seek learning opportunities</p> <p>Excellent oral and written communication skills</p> <p>The ability to form and maintain appropriate and professional relationships and boundaries with children and young people</p> <p>The ability to deal with sensitive information in a confidential manner</p> <p>The ability to use technical resources and equipment appropriately – including the ability to effectively use ICT to</p>	<p>Understanding of behaviour management strategies</p> <p>Understanding of first aid procedures</p>

	<p>support learning, or to undertake training to do so</p> <p>And understanding of and a genuine commitment to Equal Opportunities</p>	
Experience	<p>Relevant work in a similar background</p> <p>A minimum of two years' experience working with children (either in a paid or unpaid capacity) preferably in an education setting</p> <p>Knowledge or experience of working with young people with special educational needs including physical disability and learning difficulties. Understanding of relevant policies/codes of practice and awareness of relevant legislation</p>	<p>Experience of working with young people with SEN</p> <p>Experience of working with young people in a school or SEN environment is desirable (preferably at secondary level)</p>
Personal Qualities	<p>To be reliable and adaptable, have the ability to work hard and be an effective team player – taking initiative, leading, supporting and inspiring the full range of stakeholders to achieve excellence</p> <p>Be able to manage a demanding workload, meet deadlines and give freely of your time</p> <p>A clear vision for achievement and inclusion including opportunities for learning outside the school day</p> <p>Resilient and optimistic – having a relentless focus on achieving the best for young people and being prepared to</p>	

	<p>develop creative strategies to achieve this</p> <p>The ability to work calmly and with patience, building positive relationships with both students, parents and other staff</p> <p>Empathy with young people facing barriers to their learning</p> <p>A positive interest in literacy development</p> <p>A good sense of humour</p> <p>Must be able to show evidence of an alignment with the values of Mercia Learning Trust both in words and behaviours</p> <p>Attention to detail</p>	
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The Application Process

All candidates must complete the following application process.

- All applicants must submit a Trust application form. We do not accept CVs or Council Forms. The application form can be found under 'Careers' at www.merctrust.co.uk
- Email your completed application to recruitment@merctrust.co.uk or post it to:
 MLT Recruitment Team
 Mercia Learning Trust
 79 Glen Road
 Sheffield, S7 1RB

After your application has been submitted:

- In all cases written references will be taken up and made available to interviewers BEFORE the final selection stage.
- All applications that have been submitted via email will receive an email confirming receipt.

- An email and/or letter will be sent to shortlisted candidates with details of the interview process.
- If you have not heard from us within 2 weeks of the closing date, please assume that on this occasion, your application has been unsuccessful.

Further information:

- Take a look at www.merctrust.co.uk/careers for more on what it's like working for the trust, what we offer you, and what we're looking for.
- Should you require any additional information about the role or the school, or would like an informal discussion or out of hours visit, please contact us on 0114 2353855 or enquiries@ecgbert.sheffield.sch.uk.
- For more information about the application process, please email recruitment@merctrust.co.uk.

Key dates:

- **Closing date: Midnight Monday 12 December 2022**
- **Interviews provisionally : Monday 19 December 2022**

The small print:

Mercia Learning Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. If you are shortlisted, your suitability to work with children will be explored, and this will include disclosing convictions. The information you disclose may be discussed with you during the interview.

The successful candidate will therefore be required to complete a DBS check in line with the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and the Police Act Regulations.

We are an Equal Opportunities employer. Our staff are recruited and promoted on the basis of their merits and abilities and no job applicant or employee receives less favourable treatment on the grounds of racial group, origin or nationality, sex, disability, marital status, age, sexual orientation, political or religious beliefs or trade union activity. Please indicate whether there are any reasonable adjustments or access requirements you would need to help you to attend an interview. If you wish to discuss your requirements prior to submitting your form, please contact the Human Resources Team on 0114 349 4230. Alternatively, please give details on a separate sheet and return with your application form.