



## Support Staff Vacancy Details

The Park is one of two 11-16 comprehensives in Barnstaple. Park was opened in 1972 following the re-organisation of selective education in the town; however, the origins of the school date back to 1910, with the site housing both the Boys and Girls grammar schools. Many elements of the original buildings remain and these help to link the school to its proud and strong history.

The school currently educates 1472 students, mainly from the town of Barnstaple and outlying villages. In recent years, the popularity of the school has meant that the geographical catchment has increased, with many students now travelling some distance to join us.

This role is critical to the smooth running of the school day and supporting the needs of our community users who use the facilities during the evening and at weekends. It involves a wide range of tasks across a large campus, so if you like to be busy, are physically fit and like working as part of a team, this could be the role for you. All essential training can be provided for the right candidate.

The school is a founding member of The Tarka Learning Partnership (TLP), an academy trust with a vision to empower young people in North Devon through learning. The Trust includes Park's main feeder primary schools - Eden Park Academy, Sticklepath Community Primary Academy, Landkey Community Primary Academy, Roundswell Community Primary Academy, Newport Community School Primary Academy, Fremington Primary School along with North Molton Primary School. TLP is also the employer of staff in both the Devon Primary SCITT, a partner dedicated to primary school teacher training.

TLP supports Park and ensures academic rigour, collaboration and the further development of teaching and learning. Park also has strategic alliances with the North Devon Academic Board, and is a member of Dartmoor Teaching School Alliance and the North Devon Teaching School Alliance. This reflects a key focus of our vision and governance to ensure continual school development.

As part of the Tarka Learning Partnership we are a Safe Employer and thorough checks will be carried out as part of our commitment to Safer Recruitment. We do not accept Curriculum Vitae. All successful applicants will be required to undergo an Enhanced Disclosure and Barring Service (DBS) check.

**Job Title:** HLTA - Social, Emotional and Mental Health (SEMH) and Communication and Interaction (C&I)

**Contract Term:** Permanent, term time only

**Vacancy Closing Date:** 9am on Monday 4th November

**Interview Date:** w/c 4th November

### How to Apply

Please visit: <http://www.theparkschool.org.uk/working-for-us> to download the relevant application form. If you would like to discuss any aspects of the vacancy in advance of applying please contact 01271 373131 or email [hr@theparkschool.org.uk](mailto:hr@theparkschool.org.uk).

Please note we do not accept Curriculum Vitae.



## Support Staff Job Description

<b>Job Title:</b>	HLTA - Social, Emotional and Mental Health (SEMH) and Communication and Interaction (C&I)
<b>Responsible to:</b>	SENDCo and Assistant Headteacher
<b>Work Pattern:</b>	Typical working hours would be Monday - Thursday 8.30am - 4.00pm, earlier finish on Fridays 34.62 hrs per week x 39 weeks (Term Time Only)
<b>Grade:</b>	NJC Grade E Scale Point 16 - 22 (£28,282 - £31,364 per annum).
	<b>Actual starting salary £22,763 per annum, including holiday pay but pending pay award</b>

### Principal Accountabilities:

1. To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This will include leading the Alternative Learning Provision Groups (ALPs) which is an internal alternative provision for students with C&I and SEMH needs.
2. This will involve planning, preparing and delivering learning activities for individuals/groups, and occasionally for whole classes. Assessing, identifying and recording individuals progress and achievements in these threads of the SEND Code of Practice (2015).
3. To be responsible for the management and development of a specialism within the school, and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training.
4. To work under an agreed system of supervision/management to deliver learning and to be a specialist knowledge resource by:
  - Leading the planning cycle under supervision.
  - Delivering lessons to groups/whole classes.
  - Managing other staff.
  - Providing data and reports each cycle to show progress and review provision and delivery and discuss with the SENDCo possible developments.

### Shared Responsibilities with other team members:

1. Foster community Links.
2. Liaise with service providers, schools and colleges where appropriate.
3. Work to strengthen and enhance The Park Community School's values and culture.
4. Safeguarding and promoting the welfare of children and young people.
5. Create a positive behaviour culture based on kindness and empathy
6. Work with the wider inclusion team to support students' needs.

### **Key Function 1 – Student Support**

- Organising and managing an appropriate learning environment and resources.
- In liaison with classroom teachers, plan challenging teaching and learning activities, evaluating and adjusting lessons as appropriate.
- Monitoring and evaluating student responses to learning activities through a range of assessment and monitoring strategies against learning objectives.
- Providing accurate feedback in line with the schools reporting system on student progress, ensuring the availability of appropriate evidence.
- Provide responsive support to dysregulated students presenting in the SASC, classrooms and throughout the school.
- Directly liaising with the relevant internal and external stakeholders.
- Assessing the needs of students and monitoring the progress of all students through analysis of data.

- Using specialist skills and knowledge to support students' learning.
- Contributing to the implementation and the development of learning profiles liaising with teachers, key workers, other HLTAs and the SENDCo.
- Managing behaviour for learning within the classroom and developing effective ways of overcoming barriers to learning, promoting self-control and independence.
- Establishing productive relationships with students, acting as a role model and setting high expectations for behaviour and learning.
- Encouraging students to interact and work cooperatively with others and engaging all students in activities.
- Developing strategies to promote students' independence, self-reliance and resilience.
- Supporting the role of parents in students' learning and contributing to and leading meetings with parents to provide constructive feedback on student progress.
- Providing feedback to students in relation to progress and providing opportunity for further improvements in conjunction with the whole-school marking policy.
- Support students with access to internal and external assessments
- Liaise with the HLTA Transition to support an enhanced transition for new Year 7s students in the Summer Term.

### **Key Function 2 – Curriculum Delivery**

- Delivering learning activities to students within agreed systems of supervision, adjusting activities according to different students' needs.
- Delivering local and national learning strategies e.g. literacy, numeracy, KS3 & KS4 and making effective use of opportunities provided by other learning activities to support the development of students' skills.
- Using ICT effectively to support learning activities to develop students' competence and independence in its use.
- Selecting and preparing resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds.
- Plan interventions for the Learning Support Assistants (LSA) to ensure students are able to apply the skills learnt into a mainstream lesson environment.

### **Key Function 3 – Wider School Support**

- Support the SENDCo in producing the SEND Department Improvement Plan as part of the School Improvement Plan, to include staff development and training implications.
- To share best practice with all staff on strategies to support students with special educational needs, linking to the four areas of SEND (SEMH, C&I, S&P and C&L).
- Assisting with the development of school policies and procedures relating to child protection, health and safety, confidentiality and data protection. Reporting all concerns to the SENDCo.
- Ensure that all students have equal access to opportunities to learn and develop.
- To support the school's ethos, playing a full part in the life of the school, and to be a positive role model.
- Establish constructive relationships and communicate effectively with teaching staff and outside agencies in liaison with the SEND Department to support the progress of students.
- Take the initiative to develop multi-agency approaches to supporting students.
- Recognising your own strengths and areas of expertise and using these to lead, advise and support others.
- Enhance the schools' culture of high expectations, standards and attainment for all students.
- Line management of Teaching Assistants and/or Learning Support Assistants.
- Representing Teaching Assistants or Learning Support Assistants at appropriate meetings.
- Attend student related meetings including multi agency meetings, TAFs, annual reviews, reintegration meetings and any other that the SENDCo deem appropriate.

## **Safeguarding Level B:**

This post will involve working with children in regulated activities on a daily basis and therefore will be subject to an enhanced DBS check.

To be alert and active on issues relating to pupil welfare, safeguarding and child protection. To raise significant and low-level concerns, make appropriate referrals and follow up on all matters which may affect the wellbeing of a pupil. The above duties are also subject to redesignation or alteration from time to time, by negotiation, as directed by the Headteacher and/or the Headteacher's representative.

## **Person Specification**

We expect our staff members to role model positive behaviours for young people, be resilient and adaptive in a school with rapidly changing needs, and help promote a supportive and compassionate working environment.

Shortlisting will be ranked based on the essential criteria (set out in the table below) being evidenced where possible in your application form. Candidates who are successfully shortlisted, will be invited to an interview to explore their suitability for the job.

The Park Community School, and Tarka Learning Partnership, is a Disability Confident Committed employer. If you are disabled and meet the minimum essential criteria (highlighted), you will be guaranteed an interview. Please complete the information on Page 15 of the Application Form.

We know there is no 'perfect' candidate, so if you meet most of the criteria and feel you would be an asset to the team, we would encourage you to apply. We provide training and mentoring to give you the best opportunity to excel in your role. The table below is not exhaustive and many more personality traits and skills are required to join the team.

In addition to the interview you may be required to perform a Task and, or undergo an Observation of skills in practice.

<b><u>Category</u></b>	<b><u>Requirement</u></b>	<b><u>Essential/Desirable</u></b>
<b><u>Qualifications, Education and Training</u></b>	<b>Meet Higher Level Teaching Assistants standards or equivalent qualifications or experience</b>	E
	Numeracy/literacy skills at least equivalent to Level 2 of the National Qualifications Framework	E
	Requirement to participate in training/development as/when identified by line manager as essential for performance of the post	E
	Willingness to participate in other development and training opportunities	E
<b><u>Professional Knowledge and skill</u></b>	Knowledge of policies and procedures for working in a large establishment	D
	Understanding of policies and procedures for Safeguarding and Keeping Children Safe in Education	E
	Knowledge and understanding of supervision and Line Management	D
	<b>Working knowledge of national curriculum and child centred intervention programmes</b>	E
	Understanding of principles of child development and learning processes and in particular, barriers to learning	E
	Full understanding of range of support services/providers	E
<b><u>Experience</u></b>	Proven experience of working with children with C&I and/or SEMH needs	E E
	<b>Experience of delivering intervention strategies</b>	
	Experience of planning effective actions for pupils at risk of underachieving for reasons of need	D

	Experience of leading or supervising the work of teams or individuals	D
<u>Professional Skills/Attributes</u>	<p>Strong interpersonal &amp; Communication Skills</p> <p>Ability to empathise and communicate and collaborate confidently and effectively at all levels from students, staff, governors and senior leadership</p> <p>Good IT skills</p> <p>Good personal organisation and time management</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p>
<u>Attitudes</u>	<p>Empathy</p> <p>Flexibility in working hours</p> <p>Enjoys working as part of a team</p> <p>Able to work under own initiative and independently</p> <p>Able to reflect and learn from experience</p> <p>Resilient and able to function well under pressure</p> <p>Propensity for attention to detail</p>	<p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>