

Bishop Justus CE School

[www.bishopjustus.bromley.sch.uk](http://www.bishopjustus.bromley.sch.uk)

# Application Pack

HLTA (Social Communication and  
Critical Thinking)

Required: Immediate start





## HLTA (Social Communication and Critical Thinking)

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Bishop Justus is seeking to appoint an enthusiastic, energetic and adaptable HLTA who will also have responsibility for leading the Social Skills and Critical Thinking provision groups across Key Stage 3 and 4. We are driven by a pursuit of high academic standards regardless of background and a desire for all students to experience an exceptional education. We are open to applications from all who have relevant experience, ideally holding a similar role.

Applicants will have a recognised qualification and experience of working with students who have a broad spectrum of learning difficulties at Key Stages 3, 4 and 5, including those with Education, Health and Care Plans.

Our ideal candidate will:

- Have a flexible attitude;
- Be an excellent HLTA;
- Have a passion for supporting learners with Social and Emotional needs;
- Be enthusiastic, energetic and open to innovation;
- Possess effective communication skills and be emotionally intelligent;
- Possess effective ICT skills and be open to new uses of technology in the workplace;
- Be committed to continuing professional learning.
- Have sound literacy and numeracy skills - qualification in English and Maths to GCSE standard/equivalent to at least NVQ Level 2 (Grade A-C or equivalent). (Essential)
- Have HLTA status or QTS (Desirable)
- Good time management skills and the ability to prioritise tasks;
- Possess a friendly and helpful demeanour;
- Have the ability to motivate and encourage students
- Have passion and motivation within their role and
- integrity, optimism and a good sense of humour;

In return, we offer:

- A happy community committed to the professional development of all colleagues;
- A distinctive local context ensuring we place inclusivity at the heart of all we do;
- A skilled and experienced team of teachers and other professionals;
- A motivated leadership team leading rapid improvement to the students' life chances;
- A school in which the students are enthusiastic, engaging and thoughtful.

*We would be pleased to welcome you for an informal visit prior to application.*

*We are committed to safeguarding the young people in our care and we expect all our staff to share this commitment. The successful applicant will be required to undergo an enhanced DBS check.*

*As an employee of the Aquinas Church of England Education Trust you are required to have regard to the character of the Trust and its foundation and to undertake not to do anything in any way contrary to the interests of the foundation*



## THE APPLICATION PROCESS AND TIMETABLE

### CLOSING DATE

You are invited to submit an application form, available with this pack, along with a personal statement outlining your suitability for the role against the person specification and job description.

- **Closing date for applications:** 14<sup>th</sup> November 2024  
*We reserve the right to close a vacancy advert prior to the closing date, should we find a suitable candidate.*

### SHORT LISTING

The candidates selected for interview will be informed after short listing and full details of the interview programme will be provided. If you have not heard anything from us after the interview date below, please assume your application has not been successful.

### INTERVIEWS

Candidates will be invited for interview.

- **Interviews:** Week commencing 18<sup>th</sup> November 2024

### APPOINTMENT

All candidates will be contacted following interview.

- **Appointment to commence:** Immediate start

### APPLYING

Please send your application, outlining your suitability for the role against the enclosed person specification and job description, by email to [recruitment@bishopjustus.bromley.sch.uk](mailto:recruitment@bishopjustus.bromley.sch.uk)

Please note a signed copy of your application form will be required prior to interview.

Shortlisted candidates will be asked to bring appropriate identification with them to interview. For the purpose of DBS clearance, only copies of the successful applicant's identification will be retained.

All candidates should provide two references. Permission should be sought prior to including any referee on your application form. Shortlisted candidates will have their references taken-up before any interview.

**Bishop Justus is committed to safeguarding the young people in our care and we expect all our staff to share this commitment. The successful applicant will be required to undergo an enhanced DBS check. As an employee of the Aquinas Church of England Education Trust you are required to have regard to the character of the Trust and its foundation and to undertake not to do anything in any way contrary to the interests of the foundation.**



## JOB DESCRIPTION

### DETAILS

<b>Job Title:</b>	HLTA with Social Communication and Critical Thinking
<b>Grade:</b>	Aquinas 6
<b>Full-Time Salary Range:</b>	£30,584.00 p.a - £34,364.00 p.a
<b>Pro Rata Actual Salary:</b>	£23,280.49 p.a - £26,157.82 p.a
<b>Hours:</b>	32 hours per week x 39 weeks per year
<b>Contact:</b>	Permanent
<b>Accountable to:</b>	SENCO

### THE ROLE

To work under the direction of the Learning Access Director the HLTA will take a lead role in supporting students with Special Educational Needs in the Learning Access Area. You will be required to work with children who have a range of difficulties that affect their learning. This may be within the class setting under the supervision of the class teacher, or in small group enhancement work, or individually.

The HLTA will be required to plan, prepare, deliver, assess, report and mark learning activities for individuals/groups or short term for whole classes under an agreed system of supervision.

The role will allow the successful applicant to be responsible for leading small groups of learners in bespoke Social Skills and Critical Thinking groups in a small class setting. All Schemes of Work are provided, as well as robust and continuous training.

Ideally applicants will have a recognised qualification and experience of working with students who have a broad spectrum of learning difficulties at Key Stages 3, 4 and 5, including those with Education, Health and Care Plans. This role is a perfect opportunity for someone with a passion for supporting learners with Social and Emotional Needs.

#### **The HLTA for Social Communication and Critical Thinking will at any given time:**

- Support the SENCO and Class Teacher in following designated systems to audit, monitor and evaluate the Social Skills and Critical Thinking provisions for targeted students, adopting and adapting improvement strategies as required support a range of students requiring intervention within the School
- Attend and contribute to meetings relevant to post.

### SUMMARY OF RESPONSIBILITIES AND DUTIES

The following list of responsibilities and duties are not exhaustive.

#### **Support for the students**

- Supervise and provide particular support for students, including those with special needs, ensuring their safety and access to learning activities.
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.



- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Implement individual support for pupils based on their needs and circumstances, e.g. deliver support in line with a pupil's Individual Education/Personal Education Support Plans and Pastoral Support Programmes. This may involve small group work.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Provide feedback to pupils in relation to progress and achievement.
- To be able to understand and facilitate external agency advice.
- Invigilate during examination periods especially for those students with access arrangements (may require working beyond usual hours).
- Support students with physical disabilities to access the curriculum and the school site.

### **Support for the Teacher**

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of students' work.
- Use teaching and learning objectives to plan challenging teaching and learning objectives and to evaluate and adjust lessons/work plans as appropriate within agreed systems of supervision.
- Monitor students' responses to learning activities and accurately record achievement/progress as directed
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for recording progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests.
- Production of lesson plans, worksheet, plans etc.

### **Support for the Curriculum**

- Work with subject teachers to support the students within the class setting using agreed activities and strategies so that they are able to undertake the set tasks. It may be necessary to adjust the activity according to student responses.
- Deliver Social Communication and Critical Thinking programmes and make effective use of opportunities provided by other learning activities to support the development of Social Communication and Critical Thinking skills.
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.



### **Support for the School**

- 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
- Aware of and willing to promote the school's inclusion policies and practices.
- Be aware of confidential issues linked to home/pupil/teacher/school/work and to keep confidences as appropriate.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Take the initiative to develop appropriate multi-agency approaches to supporting pupils.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of students out of lesson times, including before and after school and at lunchtimes as requested.
- Accompany teaching staff and students on visits, trips and out of school activities as required.

### **Social Skills and Critical Thinking Provision Groups**

- To lead daily small group interventions in Social Skills and Critical Thinking to groups across Key Stages 3 and 4.
- Facilitate daily Social Skills Lunchtime Support.
- To ensure tracking records of pupils are kept up to date each term, working in cooperation with the Learning Access Director.
- To ensure that the Social Skills and Critical Thinking curriculum is adhered to and developed.
- Have all resources and interventions ready to start in a prompt and structured manner.
- Ensure that external agencies/ Inclusion Team including The Restorative Centre, TRC, are coordinated with and facilitated appropriately.
- Have all external advice reviewed and disseminated amongst staff.
- Attend Local Authority and Trust Training for SEND and SEMH / Social Communication as a focus.
- To coordinate and refer learners to the LA Authority using bespoke toolkits and professionals' advice.

### **Special Conditions**

- Well presented and of smart professional appearance.
- Responsive to various changing and often conflicting demands.
- Diplomacy, tact and discretion.
- Willingness and ability to work flexible hours and across a range of work areas to meet service requirements.
- Respect the confidentiality of information handled, and to observe the principles of the Data Protection Act.
- Must be willing to undertake future relevant training.
- Empathy with the aims and ethos of a Church school.



### Other

- Ability to get things done correctly and on time.
- Willingness to be flexible with time.
- Enjoy the presence of young people.
- To impress those around you with a sense of purpose and commitment to the school and team.
- A knowledge of health and safety in the workplace.
- A knowledge of equal opportunities.
- A sense of humour.

## FLOURISHING PEOPLE AND PROFESSIONAL DEVELOPMENT

Once your probation period is completed successfully, you will transfer to the Aquinas Trust “Flourishing people CPLD cycle.” This will involve:

- Self-evaluation
- Development goal setting
- Termly check in’s

Along with this work you will, with the support of your appraiser, you have the opportunity to “Research, Train and have a go” – this would be a project that you can complete about an area of education you are interested in.

***At Bishop Justus School staff are expected to work in line with the school’s Ethos.***

Responsibilities are likely to change over time and you will be expected to perform duties of a similar nature such as the Headteacher may reasonably require.



PERSON SPECIFICATION

**HLTA (SOCIAL COMMUNICATION AND CRITICAL THINKING)**

<b>Key Skills &amp; Abilities</b>	Be confident in the use of Word, Excel, email and database programs	E
	Excellent communication skills, both verbal and written	E
	Sound literacy and numeracy skills.	E
	To be able to understand and facilitate physiotherapist/external advice	D
	Effective time management and organisational skills	E
	Ability to prioritise and able to effectively accommodate ad hoc demands to existing workload	E
	Portray a professional image	E
	Ability to work well under pressure	E
	Flexible and 'can do' attitude	E
	Excellent team player	E
	Is flexible and willing to adapt to the needs of the school and students	E
<b>Knowledge/ Experience/ Qualifications</b>	Qualification in English and Maths to GCSE standard/equivalent to at least NVQ Level 2 (Grade A to C / 9 to 4 or equivalent).	E
	HLTA status or QTS	D
	NVQ 3 in teaching assistant or equivalent qualification or experience	D
	Knowledge of and evidence that meet the HLTA standards or equivalent (Essential)	E
	Knowledge of SEND provision	E
<b>Experience</b>	Knowledge of the key factors that can affect the way students learn	E
	Experience of working with children with special educational needs	E
	Experience of working with pupils with challenging behaviour	E
	Experience of working in a similar setting	D
<b>Personal Attributes</b>	Experience of teaching individuals, groups and whole classes	D
	To impress those around you with a sense of purpose and commitment to the school and team	D
	Possess a friendly and helpful demeanour	E
	Ability to concentrate even with frequent interruptions and unpredictable working pattern	E
	Able to work independently but also as part of a team	E
	Able to maintain successful working relationships with colleagues	E
	Be willing to undertake further training	E
Have the ability to understand the statutory requirements of legislation concerning Safeguarding, including Child Protection, Equal Opportunities, Health & Safety and inclusion	E	





# Benefits of Working with Aquinas

## LEASE AN ELECTRIC VEHICLE...

**We have joined the Octopus Energy Scheme to give you the option of leasing an electric vehicle.** Provided by Octopus, the 'Electric Vehicle Salary Sacrifice scheme' is intended to help colleagues lease an electric car. Available to eligible staff.



octopus  
electric vehicles

## TREATING YOU AS A PROFESSIONAL...

**Aquinas is committed to national and local agreements affecting employment** as contained in the Burgundy Book (Conditions of Service) for teachers and Green Book (National Joint Council) for associate colleagues unless superseded by statute or revised editions, or by local provisions. This includes salary scales; period of notice and end of contract; maternity, paternity and adoption leave; leave of absence; and annual leave.

## HELPING YOU STAY RELAXED...

**Working with us gives you discounted access to a range of leisure activities.** CSSC is an exclusive membership for public sector employees. For less than £5 a month, families and individuals can save much more on a range of pursuits including...



- Free entry to English Heritage sites for you and your family;
- Discounts on cinema tickets including all top chains;
- Discounted days out, trips and theme parks;
- Subsidised sports training and entry into select events;
- Free health and wellbeing portal for courses, classes & content;
- Savings with online and high street retailers, on local and national gym memberships, restaurants and more.

## LOOKING AFTER YOUR WELL-BEING...

**We believe well-supported, valued colleagues with a clear and shared purpose are best placed to provide for the emotional well-being of children in their care.** Provided by Health Assured, our 'Employee Assistance Programme' is intended to help colleagues deal with personal problems that might adversely impact work performance, health and well-being. Typically support may include assessment, counselling and referral for individuals or their family.

health assured