



Grove House School

*Candidate Information Pack
Higher Level Teaching Assistant - Post 16*

Supporting Excellence

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Headteacher's Letter

Grove House School

Sawyers Hall Lane, Brentwood, Essex, CM15 9DA

Headteacher: Miss L Christodoulides, BA Hons

Telephone: 01277 361498

Email: admin@grovehouse.essex.sch.uk



Dear Applicant

Thank you for your interest in Grove House School. I would like to take this opportunity to tell you a little more about us. We are growing special school that opened in September 2015. We currently have just under 80 pupils on roll across years 4-10, at capacity we will be 105 pupils. Our school will ultimately cover the 8-19 age range. All of our pupils have statements of SEN or an EHCP and most have come to us from mainstream settings and alternative provision. Our pupils' priority needs will be around speech, language and communication although many will have associated difficulties such as attention management issues, moderate learning difficulties and social and emotional needs.

Currently we have 6 form groups - two KS2, three KS3 and one KS4. Classes are ideally in groups of 12 pupils. Currently each class is supported with at least 2 Learning Support Assistants who stay with the class group across all lessons. Our teaching and therapy staff work together in the classroom throughout the school day and have allocated joint planning time.

We are a very friendly, supportive and welcoming staff. Our staff team is growing rapidly as our pupil numbers increase. Our curriculum, whilst based on the national curriculum, is continually reviewed and ever changing as we look to meet the wide variety of individual pupil needs within each class group. Whilst this may have its challenges it also is extremely rewarding in that our staff have the flexibility to be creative and innovative in the development and delivery of the curriculum.

Our school site has undergone huge change. We started in September 2015 in a refurbished small block with 4 classrooms for our opening year. We have now taken over our main large building that has specialist therapy rooms, specialist art, music and ICT rooms, a large hall with stage and a gymnasium, in addition to a number of non-specialist classrooms. Additionally we have a new build on the site which we are currently using as our growing primary base.

This is such an exciting time for us – every aspect of our new school is evolving at a rapid rate. The chance to be a part of this growth phase in our provision is a rare opportunity. I do urge you to come and visit, look around our site and meet the pupils and our staff team.

We have a highly skilled and dedicated board of governors, some of whom were the proposers of the free school. They have supported us way beyond expectations and continue to be a valuable asset to the school.

I very much hope the post is of interest to you – please do contact us for further discussion and to arrange a visit.

Kind regards

Lisa Christodoulides

Our School Site

Our school site has undergone huge change. We started in September 2015 in a refurbished small block with 4 classrooms for our opening year.

We have a main large building that has specialist therapy rooms, a sensory room, specialist art, music and ICT rooms, a large hall with stage and a gymnasium, in addition to a number of non-specialist classrooms.

We have a new build on the site which we are currently using as our growing primary base.



In Spring 2018 we refurbished our Technology block to provide dedicated facilities for Science, Design and Technology and Food Technology.



SEAX Trust

Grove House is part of the SEAX Trust

Work with us ...

The **SEAX Trust** is a small but growing partnership of Special Academies within the community of Essex, whose Vision is to:

Provide outstanding educational experiences for children and young people with special educational needs

Put the well-being and achievement of pupils at the heart of all decision making

We consider the main asset towards achieving our Vision is our body of **highly-valued staff** and, in recognition, we implement a wide range of **strategic and person-centred reward practices** in all of our Trust Academies.

Be rewarded by us ...

We offer a clear and competitive **pay policy** and **progression route**

Holiday pay and **salary** which is paid *evenly* across the year for our support staff, Teachers and Local Government **Pension Scheme** facilities

Progress with us ...

A focus to provide high quality **professional development** opportunities for all staff

An extensive range of **in-house training** opportunities

Experienced and **dedicated practitioners** who are keen to help you learn

A range of exciting internal **career opportunities**

Be inspired by us ...

Challenging roles and **recognition** of achievement

A **motivational** strategy towards both education and business

Staff **involvement** in wider decision-making

Be reassured by us ...

A strategic aim to ensure a **fair work/life balance**

A **highly supportive** organisational culture

A firm commitment to the strengths of **equality and diversity**

A sense of **cohesion and belonging**

A policy to raise **matters of concern**



Key Information



Please read this information carefully and retain this sheet for reference during the application process.

Application process

Applicants can apply in writing and submit it to the school via Kate Peters (k.peters@grovehouse.essex.sch.uk) no later than **12 noon** on the closing date of **Wednesday 12th June**. All applicants are strongly advised to read the job description and person specification for the post prior to submitting their application.

Selection process

Applications will be ranked against the person specification for the role.
All shortlisted applicants will be subject to a face to face interview with the selection panel.
There may also be a skills test or practical assessment.
Further details regarding selection panel members and any planned assessments will be made available to shortlisted candidates in due course.

Shortlisted candidates

Applicants who have been shortlisted for the post will be notified as soon as reasonably practical upon completion of the shortlisting process.

Referees

Referees will be contacted **prior to the interview date** to request references on all shortlisted candidates.
The school may review social media relating to shortlisted candidates as part of the screening process to ascertain whether candidates demonstrate appropriate conduct and behaviour and suitability for employment in a school.

Interview date

Interviews will be held at **Grove House School on Thursday 20th June**.

Further information and school visits

Applicants who require further information or would like to visit the school should contact Kate Peters, 01277 361498 or k.peters@grovehouse.essex.sch.uk

Staff Well-being Cover

Grove House offer extensive Staff Wellbeing and Medical Insurance Cover which includes physiotherapy, counselling and GP on-line support services.

All staff at Grove House School commit themselves to contributing fully to the ethos and life of the school both in school and outside. The school operates its own salary structure broadly in line with School Teachers' Pay and Conditions.

Grove House School is committed to safeguarding and promoting the welfare of children and young people. It expects all staff, volunteers and contractors to share this commitment. The successful candidate will be expected to obtain DBS clearance at enhanced level and Section 128 clearance.

Job Description



Reports to: Headteacher

Responsible for: Learning Support Assistants

Liaison with: Teaching staff, support staff, Headteacher, Deputy Headteacher, pupils, parents & carers

Grade: Band 3 (Whole Range 21-25)

Job Purpose

Working with the Leadership and teaching team, to take a lead in post 16 support for pupils with SLCN. To work with teachers as part of a professional team to support learning activities for classes. The primary focus will be to work under the professional direction of a teacher and within an agreed system of supervision in delivering lessons set by, or with, teachers and/or support pupils undertaking lessons delivered via distance learning or computer aided techniques. Level 1 HLTAs will be expected to progress pupils' learning and to assess, record and report on development, progress and attainment as agreed with the teacher.

Principal Accountabilities

- Assist the teacher to plan challenging teaching and learning objectives
- Use detailed knowledge and specialist skills to support and progress pupils' learning
- Work with the Teaching and leadership and Student Support Manager to take a lead in post 16 programmes.
- Deliver agreed learning activities to pupils, adjusting activities according to pupil responses/needs
- Lead class in absence of a teacher

Duties

Support for the Class Teacher

- Organise and manage an appropriate learning environment
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Provide objective and accurate feedback and reports to teachers
- Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment
- Establish a clear framework for discipline in line with established policy, anticipate and manage behaviour constructively, promoting self-control and independence
- Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.

Support for Pupils

- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- 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
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

Support for the Curriculum

- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to deliver learning activities, taking account of pupils' interests and language and cultural backgrounds

General

- Comply with policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy

The SEAX Trust and Local Academy Committee are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share in this commitment.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

Person Specification



Requirement	Detail
Qualifications and experience	<ul style="list-style-type: none"> • Successful experience of working with children and families, particularly those with SLCN needs • Educated to NVQ Level 3 in learning support/early years or equivalent qualification/experience • An ability to meet Higher Level Teaching Assistant standards • Experience of working in HLTA role or similar • Basic knowledge of First Aid • An understanding of classroom roles and responsibilities and your own position within these • Good reading and writing skills • Good numeracy skills • • Full working knowledge of ICT to support learning
Communication	<ul style="list-style-type: none"> • Ability to write detailed reports, letters etc • Ability to use clear language to communicate information unambiguously • Ability to listen effectively • Specialist language/communication skills if appropriate
Working with Children	<ul style="list-style-type: none"> • Ability to demonstrate effective implementation of the school's behaviour management policy and strategies which contribute to a purposeful learning environment • Successful completion of training to support SEN if appropriate • Working knowledge and experience of implementing national curriculum and other relevant learning programmes • Good working knowledge of specialist curriculum area(s) if appropriate • Understanding of statutory frameworks relating to teaching • Detailed understanding of child development and learning processes • Ability to assess and record progress and performance and recommend appropriate strategies to support development • Motivate, inspire and have high expectations of pupils • Understand and support the importance of physical and emotional wellbeing.
Working with others	<ul style="list-style-type: none"> • Ability to make a proactive contribution to the work of the team supporting children, their families and carers through thinking, planning etc • Ability to work with parents and carers to improve support for children • Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults • Ability to work effectively with a range of adults • Contribute to the development and implementation of effective systems to share information

Requirement	Detail
Responsibilities	<ul style="list-style-type: none"> • Good organisational skills • Ability to remain calm under pressure • To be flexible • Follow instructions accurately • Use own initiative and work independently • Ability to manage and support the work of others • Ability to manage own time effectively • Ability to adapt quickly and effectively to changing circumstances/ situations • Demonstrate creativity and an ability to resolve problems Independently
General	<ul style="list-style-type: none"> • Awareness of and promotion of equality • Good understanding of Health & Safety • Good understanding and effective implementation of child protection procedures • Understand procedures and legislation relating to confidentiality • Demonstrate a clear commitment to develop and learn in the role • Constantly improve own practice/knowledge through self evaluation and learning from others
Please note that applicants should write their Application with specific reference to how they meet the above criteria.	

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