



High Beech CofE Primary School

Higher Level Teaching Assistant

Recruitment Information Pack



September 2022

High Beech CofE Primary School, Mott Street, Loughton, IG10 4AP

'All things are possible for one who believes' Mark 9:23

Dear Applicant,

Thank you for your interest in the vacancy we have from September 2022.

The closing date for applications is Wednesday 29th June with interviews being held week commencing 4th July.

High Beech CofE Primary School is part of the Epping Forest Schools Partnership Trust and is located in the heart of Epping Forest. We are looking for an excellent HLTA to join our small thriving primary school. The school is well connected and is close to London and also the M11 and M25.

High Beech CofE Primary School works closely alongside an Outstanding SCITT training provider and is committed to developing future teachers. Our three core values of Respect, Perseverance and Thankfulness guides our pupils and helps them develop their character and attitude towards learning. Community is at the heart of all we do, all are welcome. We are committed to creating an inclusive environment that allows our children to be seen and heard. Applications are welcome from experienced learning support staff.

We are looking to appoint an enthusiastic Higher Level Teaching Assistant who will support the delivery of teaching in our Foundation class of 15 children. They will be involved in working alongside the class teacher to deliver the EYFS curriculum including the teaching of Phonics. It would be highly desirable for the applicant to have had extensive experience of leading the teaching of phonics and early maths. It would also be desirable for the applicant to have an understanding of the new EYFS curriculum and how to provide effective continuous provision.

Hours of work are Monday to Friday: 8.45am – 3.15pm.

Visits to the school are actively encouraged. Please contact the School Office to make an appointment.

We are an Equal Opportunities employer and we are committed to safeguarding our school community. The appointment will be subject to satisfactory references and enhanced DBS checks. Under data protection/General Data Protection Regulation (GDPR) law High Beech CofE Primary School has certain obligations as a data controller of personal information. A copy of our GDPR Data Privacy Policy is available from our website.

We would be delighted to hear from you if you:

- Are committed to high quality teaching and learning and a culture where everyone is encouraged to succeed
- Have strong communication skills to work in partnership with children, parents, governors and school staff
- Support the Christian ethos of our school

We can offer you:

- A friendly and supportive team
- Excellent CPD opportunities and career development as part of Epping Forest Schools Partnership Trust
- Unique outdoor learning opportunities.
- Children who are polite, happy, enthusiastic, and eager to learn

Come and see our wonderful school for yourself. Visits are warmly welcomed and encouraged.

Please phone the office on 020 85086048 and speak to Francesca Johnson-Boodan, Administrator or Kate Mortimer, Head of School.

I look forward to receiving your application.

Yours faithfully,

Jonathan Furness
Executive Head Teacher

Job Description

Job Title	Higher Level Teaching Assistant
Grade	Scale 6 Point 12 – Point 17
Line Manager	Head of School
Liaison with	Teaching staff, support staff, Head of School, pupils.
Job Purpose	To work with the class teacher as part of a professional team to support learning activities for the Foundation class. 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.
Principal Accountabilities	Deliver agreed learning activities to pupils, adjusting activities according to pupil responses/needs
Duties	<ul style="list-style-type: none"> • Organise and manage an appropriate learning environment • Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against predetermined 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 meetings with parents to provide constructive feedback on pupil progress/achievement etc. • Lead the teaching of Phonics. <p>SUPPORT FOR PUPILS</p> <ul style="list-style-type: none"> • 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 <p>SUPPORT FOR THE CURRICULUM</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Comply with policies and procedures relating to child protection, equal opportunities, health, safety and security,

	<p>confidentiality and data protection, reporting concerns to an appropriate person</p> <ul style="list-style-type: none">● 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 Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. <p>The duties above are neither exclusive nor exhaustive and the postholder may be required by the Head of School to carry out appropriate duties within the context of the job, skills and grade.</p>
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Person Specification

General heading	Detail	Examples
Qualifications & Experience	Specific qualifications & experience	Successful experience working with children in a school environment Meet Higher Level Teaching Assistant standards
	Knowledge of relevant policies and procedures	Understand classroom roles and responsibilities and your own position within these
	Literacy	Good reading and writing skills
	Numeracy	Good numeracy skills
	Technology	Full working knowledge of ICT to support learning
Communication	Written	Ability to write detailed reports, letters etc
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively
	Languages	Specialist language/communication skills if appropriate
	Negotiating	Ability to negotiate effectively with adults and children
Working with children	Behaviour Management	Ability to demonstrate effective implementation of the school's behaviour management policy and strategies which contribute to a purposeful learning environment
	SEN	Successful completion of training to support SEN if appropriate
	Curriculum	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
	Child Development	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

	Health & Well being	Understand and support the importance of physical and emotional wellbeing
Working with others	Working with partners	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
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Team work	Ability to work effectively with a range of adults
	Information	Contribute to the development and implementation of effective systems to share information
Responsibilities	Organisational skills	Good organisational skills Ability to remain calm under pressure To be flexible Follow instructions accurately Use own initiative and work independently
	Line Management	Ability to manage and support the work of others
	Time Management	Ability to manage own time effectively Ability to adapt quickly and effectively to changing circumstances, situations
	Creativity	Demonstrate creativity and an ability to resolve problems independently
General	Equalities	Awareness of and promotion of equality
	Health & Safety	Good understanding of Health & Safety
	Child Protection	Good understanding and effective implementation of child protection procedures
	Confidentiality/ Data Protection	Understand procedures and legislation relating to confidentiality
	CPD	Demonstrate a clear commitment to develop and learn in the role Constantly improve own practice/knowledge through self-evaluation and learning from others