



HLTA (Gateway)



Believe and Achieve



Believe and Achieve



Welcome from the Headteacher



Dear Applicant

Thank you for considering the post of HLTA at Failsworth School.

Making the decision to apply for a “new” post is always challenging on a number of levels. It is with this in mind, that I hope that we have given you the appropriate level of detail and information that supports you in making your application.

Our mission statement is “Believe and Achieve”. Our priority is to recruit the very best staff for our school who have ambition for our students and who show dedication and resilience.

I do hope you find this pack useful and choose to apply for the post. I am sure when you read the contextual information on our website and when you visit our school you will find a positive, calm and vibrant community committed to improvement and progress.

Should you decide to apply for this post, please pay particular attention to both the Person Specification and Job Description, demonstrating how you meet the requirements, as this will be used to draw up shortlisted candidates. Electronic applications are preferred.

Good luck with your application.

The closing date is:	Tuesday 24 January 2017 (10.00am)
Shortlisting will take place:	Wednesday 25 January 2017
Interviews will be held on:	Wednesday 01 February 2017

A handwritten signature in black ink, reading 'P. Quirk'.

Phill Quirk
Headteacher

About the School

Failsworth School, a school that has traditional values but which is at the cutting edge of technology. We are a Foundation School with Co-operative Trust status.

We are a fully inclusive, popular and over-subscribed 11-16 comprehensive school with almost 1500 students on roll. The school became a Cooperative Trust School in April 2010 and we are looking forward to building on our already good relationships with the local community and a number of specific partners. In early 2017 we will seamlessly move to become a Cooperative Academy Trust which is a brilliant opportunity for the school and one we are very excited about.

We offer and seek the following:

- We seek to provide a high quality education and pride ourselves on being a school that isn't afraid to take risks in order to develop both students and staff.
- We are committed to the support, nurture and development of our staff and place great importance on the provision of high quality professional developmental experiences and opportunities for all of our colleagues.
- We believe that our school is a stimulating and enjoyable place to teach and learn. We achieve our goals by a strong team working together in order to raise attainment and to improve our students' learning experiences.
- We want colleagues who want to teach, who demand high standards and who have a wide variety of experiences.
- Who knows what challenges will face us over the coming years? For those staff who are talented, ambitious, hardworking and enthusiastic there will be plenty of career opportunities which will offer you excellent developmental potential.
- In February 2008, we opened our brand new, £30 million state-of-the-art building. The building was specially designed around the students and teachers to maximise space and comfort, making it a safe and enjoyable place to be.
- We are extremely proud of both our Cooperative Trust and soon to be Cooperative Academies Trust status and the ethos that this has afforded our school. The last year has seen vast developments for the school, with our facilities and our role in the local community.
- We are not just a school - we are part of the community and are always looking to widen our participation and work more closely with the local people. We have a strong extended school network.
- We will offer you a superb and comprehensive range of CPD activities to further develop your career. Our CPD offer includes visits, whole school training involving internationally renowned educational speakers, weekly dedicated time for school, faculty and individual CPD and collaborative planning. Your career matters to us and we will give you every chance to grow and develop, which ultimately supports our drive to be outstanding and further improve student progress. Every Thursday students finish at 2.00pm. Staff then have two hours dedicated CPD time.

If you believe you have what it takes to build upon our success story then we look forward to meeting with you.

About the Local Area

Failsworth is well placed for employees to live in either the vibrant city centre of Manchester as it is only 3 miles away. Alternatively, Oldham offers attractive and well priced housing in city and rural localities.

Exam Results

Results (based on first entries)

GCSE – Including English and Mathematics

	2014	2015	2016				2014	2015	2016
5 A* - C	52%	58%	59%			5 A*-C	44%	43%	50%

These results will improve in the future.

Leadership Structure

Our Senior Leadership Team from September 2016 consists of the Headteacher, three Deputy Headteachers, and a Senior Director of Business and Human Resources.

Our Senior Leadership Group consists of the five staff above plus four Assistant Headteachers, the School Finance & HR Manager and the IT Network Manager.

Staff

There are approximately 190 teaching and support staff across the school, all on hand to give help and support and all with the opportunity to participate in high quality professional development opportunities.

We are committed to offering continuing professional development activities for all staff to enable them to develop their career. We also have a number of long established staff who have embraced the internal opportunities - together this has created a friendly, approachable atmosphere.

Wellbeing for staff

One of the 5 aims in our School Improvement Plan is staff wellbeing. We are a responsible, caring employer who want to support staff to create a high performing team.

Pastoral

The school currently operates traditional year group system, with tutors all focused on raising achievement. We call each form a Family, with groups of different ages to reflect normal life both at home and in the workplace. There are 12 Family Groups within each of the year groups.

Students who at times require extra support may be given this additional help in our Gateway Centre which is housed in the adjoining Sports Centre. The school has a very successful “Study Zone” and “Gold area” (for SEND students) who may need additional support to access their curriculum entitlement.

Subjects are currently grouped into Departments – The core of Maths, English, EBacc subjects, Science, Humanities, MFL and foundation subjects Expressive Arts, IT, Citizenship, PE & Technology.

Extra-Curricular Activities

We have an extra-curricular programme second to none. This not only involves a wide range of trips, visits, musical, sporting, artistic and subject based activities but also a bespoke revision programme five nights of the week for our Year 11 students. Staff at the school go the extra mile(s) to support learning and to provide a wide range of opportunities.

Community Engagement

Failsworth School is a focal point for community activity. This takes many forms such as community use of the sports facilities, a wide range of partners using the school in the evenings, hosting 'parties' for local OAP homes, supporting local charities.

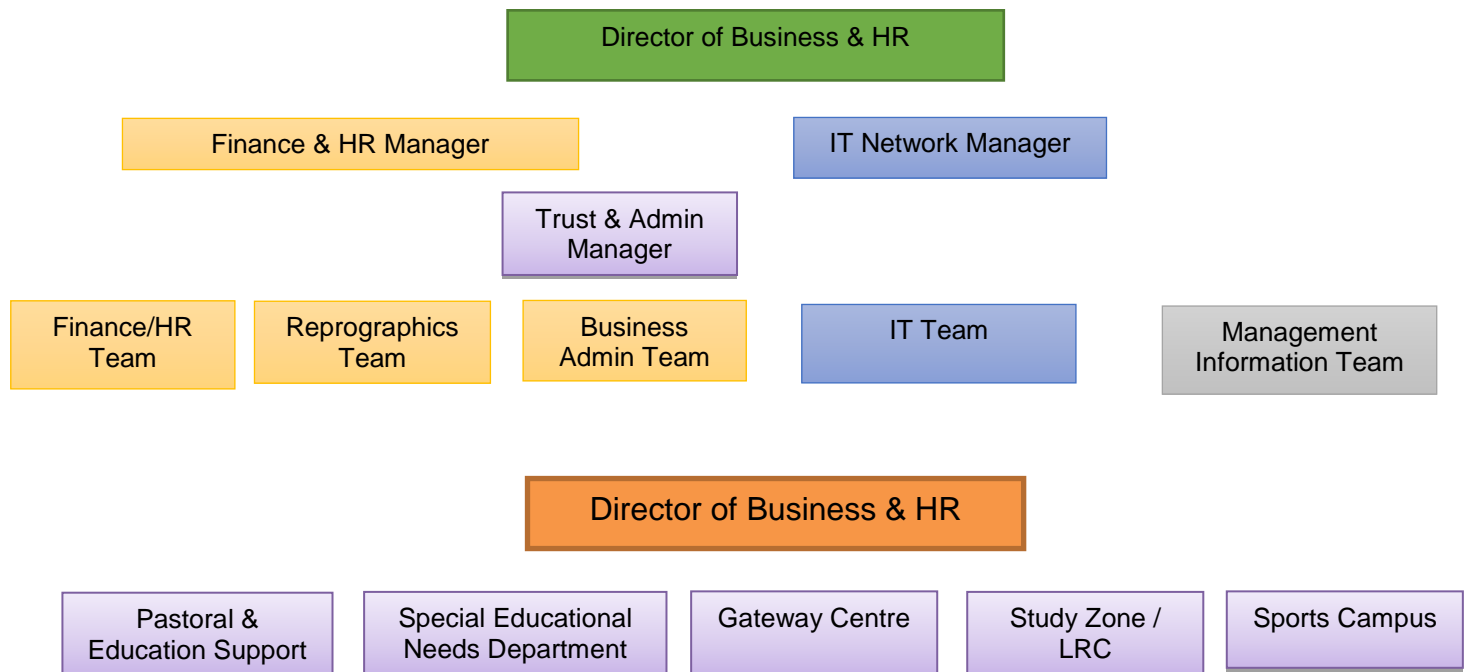
Facilities

Our facilities are second to none. We have the latest and top of the range equipment benefiting everyone. To name a few:

- Secure access control throughout the school
- Secure private parking
- Interactive Whiteboards in every classroom
- Every subject area in school has a work base office
- Every subject has its own wing within a larger faculty
- At least 28 PCs per subject area
- Every classroom is connected to the internet
- 2 Synthetic Astroturf pitches, 1 full size 4G astroturf pitch, 3 MUGA surface areas
- 3 Floodlit Tennis Courts
- Access to swimming pool and gym at the adjacent Leisure Centre
- Recording Studio
- Drama Studio
- Dance Studio
- Excellent facilities in and fully equipped rooms for: Science, Art and Technology
- Soccer Centre – available for community use during evening and weekend

Staff Structure

SUPPORT STAFF STRUCTURE



THE ROLE OF HLTA (Gateway)

The Gateway Centre is a focused learning environment, dedicated to supporting the wide diversity of characteristics and needs of KS3 and KS4 students struggling to secure attainment in a mainstream setting. The Gateway Centre offers a bespoke learning programme and differentiated curriculum. We promote a 'believe and achieve' ethos focusing on academic achievement, social, emotional and behavioural development and raising aspirations for the future.

The postholder will have a fundamental role of supporting the individual needs of students attending the Gateway Centre and delivering GCSE subjects such as Maths, Geography and Science.

- To deliver/support work programmes to small groups or individuals in KS3.
- To plan, prepare and deliver lessons for KS4 students
- To liaise closely with all colleagues.
- To act as Deputy Gateway Manager in the Gateway Manager's absence.
- To establish and maintain effective relationships with students.
- To provide mentoring and support to identified individual students.
- To maintain records and undertake daily administration.
- To effectively manage challenging behaviour.

Job Description & Person Spec

JOB TITLE:	Higher Level Teaching Assistant (Level 4b)		
GRADE:	Grade 6 (SCP 28 – 33) £24,717 - £29,033 <i>(from 1.4.16)</i>	JE CODE:	ETA5

JOB PURPOSE:

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.

Responsible for the management and development of a specialist area within the school and/or supervision of other teaching assistants including allocation and monitoring of work, mentoring and training.

KEY TASKS – Support for Pupils

1. Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations.
2. Promote inclusion and acceptance of all pupils, and encourage pupils to interact and to work co-operatively with others and to engage in activities led by yourself and/or the teacher.
3. To assess, assist and support pupils, including those with special needs, to access a range of learning activities, through specialist skills, in-depth knowledge of the National Curriculum and theoretical knowledge of how pupils learn.
4. The role may include supporting and implementing pupils' personal programme, including social, health, physical, hygiene, and welfare matters. The pupil may also need assistance to access different areas of the school. Following appropriate training and in line with school procedures, to administer basic first aid and/or medication as required.
5. Make effective use of ICT in learning activities and develop pupils' competence and independence in its use.
6. Develop and implement Individual Education Plans and Behaviour Plans.
7. Promote self esteem and independence and employ strategies to recognise and reward achievement of self-reliance.
8. Provide specific feedback in discussion with pupils on their progress and achievement, in line with school policy.

KEY TASKS – Support for Teachers

9. Within an established discipline policy, to anticipate and manage behaviour constructively, promoting self-control and independence.
10. Support the role of parents in pupil learning and contribute to /lead meetings with parents to provide constructive feedback on pupil progress, achievement, problems etc.
11. Within an agreed system of supervision, plan and prepare creative and challenging teaching and learning objectives. Produce, evaluate and adjust lesson plans and learning resources, such as worksheets, as appropriate.
12. Deliver learning activities, including those developed by self, which are part of local and national learning strategies, e.g. literacy, numeracy, KS3, to pupils within an agreed system of supervision. To take into account individual pupil learning styles and needs to make adjustments to activities so pupils can engage with the subjects/topics being delivered. This will involve individual, group and whole class work and may take place when the teacher is not present.
13. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
14. Provide objective and accurate feedback and reports as required on pupil achievement, progress, and other matters, both in lessons and other activities. Systematically record pupils' progress and achievements, ensuring availability of appropriate evidence
15. Administer and undertake routine marking of pupils' work using an explicit mark scheme that does not require interpretation. Invigilate tests / examinations as required.
16. Organise and manage an appropriate learning environment and resources.
17. Select and prepare resources necessary to lead/support learning activities, taking account of pupils' interests, language and cultural backgrounds.
18. Advise on appropriate deployment and use of specialist aid, resources and equipment.
19. Assist with the display of children's work as required.
20. Provide clerical support for teachers; e.g. photocopying, filing, record-keeping, collecting money, checking of deliveries and placing goods in stock and. maintaining records of stock; administering coursework, production of work sheets for agreed activities.

KEY TASKS – Support for the School

21. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of pupils. Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
22. Organise and deliver out-of-school learning activities within guidelines established by the school.
23. Contribute to the identification and implementation of appropriate out of school learning activities, which consolidate and extend the school activities.

24. Provide cover for classes within the agreed system of supervision. This could be regular planned cover for the teacher, i.e. for PPA time (Planning, Preparation and Assessment) or could be for the short-term absence of teachers.

KEY TASKS – Supervision of Staff

25. Supervise other teaching assistants and take part in the recruitment, induction, performance management, training and mentoring of Teaching Assistants.
26. Hold regular team meetings with managed staff to brief them on current activities in the school, promote new developments and to discuss and alleviate any concerns held by staff.
27. Liaise between managers, teaching staff and teaching assistants to ensure appropriate deployment of staff.
28. Represent the needs and views of teaching assistants at management and other appropriate meetings.

STANDARD DUTIES

1. To understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and to promote equal opportunities for all.
2. To uphold and promote the values and the ethos of the school.
3. To implement and uphold the policies, procedures and codes of practice of the School, including relating to customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection.
4. To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g. challenging a stranger on the premises.
5. To participate and engage with workplace learning and development opportunities to continually improve own performance and that of the team/school.
6. To attend and participate in relevant meetings as appropriate.
7. To undertake any other additional duties commensurate with the grade of the post.

CONTACTS:

Colleagues working within the School, Pupils, Parents/relatives/carers, Peripatetic services, Educational Psychologists and other education or health care professionals, Governors, External suppliers

RELATIONSHIP TO OTHER POSTS IN THE DEPARTMENT:	
RESPONSIBLE TO:	Designated Senior Officer & Director of Support Services
RESPONSIBLE FOR:	Teaching Assistants (specify at which level and numbers)

SPECIAL CONDITIONS:
Enhanced CRB Disclosure is required

	DATE	NAME	POST TITLE
PREPARED			
REVIEWED			
REVIEWED			

PERSON SPECIFICATION

Job Title: Higher Level Teaching Assistant – Level 4b

	Selection criteria (Essential)	Selection criteria (Desirable)	How Assessed
Education & Qualifications	<p>Awarded Higher Level Teaching Assistant status</p> <p>Training in relevant learning strategies e.g. literacy/ Key Stage 3</p> <p>Specialist training in a curriculum or learning area e.g. bi-lingual, sign language, ICT, Special Needs, Foreign Language, art, music, behaviour management etc. (outline relevant specialism required)</p> <p>Paediatric First Aid certificate (where appropriate)</p>		<p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p>
Experience	<p>Experience of preparing and delivering resources (age and ability appropriate) to engage with pupils and contribute to their learning objectives</p> <p>Experience of effectively using ICT to support learning</p> <p>Experience of developing and implementing Individual Education Plans and Behaviour Plans</p> <p>Experience of evaluating and preparing feedback on pupils' academic achievements and progress, effort and social development, to contribute to the overall feedback produced by the class/subject teacher</p> <p>Experience of working with pupils with different abilities, and adapting own approach and learning resources in accordance with pupil's needs and identified learning styles</p>		<p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p>
Skills &	Interpersonal skills to build and		AF / I

Abilities	<p>maintain successful relationships with pupils, treat them consistently with respect and consideration, and to demonstrate an interest in their development as learners</p> <p>Communication skills to liaise sensitively with parents and carers, fostering their interests in their child's development and activities of the school</p> <p>To demonstrate and promote the positive value, attitudes and behaviour you expect from pupils with whom you work</p> <p>Creative skills to prepare and design learning activities which relate to the National Curriculum, engage and stimulate pupils and are appropriate to the abilities of the pupils which may vary across the class</p> <p>Teamwork skills to work collaboratively with colleagues and to carry out your role effectively knowing when to seek help and advice</p> <p>Effective organisational skills to work under pressure to complete tasks to potentially conflicting deadlines</p> <p>Ability to organise, lead and motivate a team</p> <p>Ability to manage performance of a team and to identify training needs</p>		<p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p>
Knowledge	<p>Full working knowledge of the policies/codes of practice/legislation relevant to the role, including the promotion of pupils' welfare</p> <p>Knowledge of the National Curriculum and other relevant learning programmes (can state if particular area of curriculum knowledge is required)</p> <p>In-depth understanding of child development, their learning styles and cognitive processes</p>	<p>Knowledge of a Community language, e.g. British Sign Language, Urdu or Polish (Put in essential if this is an essential requirement of the job, specifying the relevant language(s))</p>	<p>AF / I</p> <p>AF / I</p> <p>AF / I</p>

	<p>Knowledge of the range of appropriate resources available at KS3 and KS4 to support learning programmes and engage pupils' enthusiasm in a variety of educational and social topics</p> <p>Understanding of equal opportunities and inclusion, and how they apply in a school setting</p>		<p>AF / I</p> <p>AF / I</p>
Work Circumstances	<p>To work flexibly as the workload demands</p> <p>Occasional out of hours working to support school functions</p>		<p>I</p> <p>I</p>

Abbreviations: AF = Application Form; I = Interview.

NB. - Any candidate with a disability who meets the essential criteria will be guaranteed an interview

Believe and Achieve



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