



Higher Level Teaching Assistant (HLTA)

**Permanent – 32.5 hours a week
Term time plus five days**



Dear Applicant

Many thanks for expressing an interest in joining Fairfield High School for Girls. Within this pack you will find information about the school, the job vacancy and the application process. This is an exciting opportunity to work in an oversubscribed school and to make a contribution to shaping its future and continue building on its successes.

We require, as soon as possible, a knowledgeable and multi-skilled Higher Level Teaching Assistant (HLTA) to join our hard-working, reflective and forward thinking SEND Faculty and provide learning support for pupils with special educational needs within a mainstream school.

We seek someone who will be a positive advocate of SEND and who will support the personal development of pupils, promoting their independence, self-esteem and social inclusion.

Working within our outstanding SEND Faculty, and working under the general direction of the SENDCO and Assistant SENDCO, the successful candidate will be expected to provide additional support for SEND pupils across the school in line with the SEND code of practice and school expectations. You must demonstrate high levels of motivation and have the ability to engage, lead and inspire pupils of all ages and abilities and actively complement the work of our teaching staff by taking responsibility for pupils' learning activities under an agreed system of supervision. Experience in supporting pupils across a range of curriculum subjects and delivering literacy interventions to KS3 and KS4 pupils would be a distinct advantage, as would expertise in EAL.

We offer excellent support and CPD, including a powerful, whole school focus on the development of learning and teaching. This is an excellent opportunity for the right person. If you wish to discuss this role, or any other aspect of our SEND provision, please contact the SENDCO – Mrs Stewart – cstewart@fairfieldhighschool.co.uk

Fairfield is a great place to work; teachers are able to teach and pupils make outstanding progress as we have high standards and expectations. However, we acknowledge that there is always room for improvement and we strive to be the very best we can. If you wish to work in such an environment, please give us your serious consideration.

I look forward to receiving your application and thank you in advance for the interest you have shown.

Yours sincerely

A handwritten signature in black ink, appearing to read 'F. Lealman'.

Miss Fee Lealman
Headteacher

Our School

As a high performing school, we offer a rich, broad and engaging education for all our young people. Now part of the Stamford Park Trust, Fairfield High School for Girls is a successful single sex school of just under 1,000 11-16 year olds. Our current examination performance places us consistently as Tameside's highest performing school. Not only do pupils at Fairfield attain much higher success ratios than pupils nationally, they also make excellent progress from their starting points. The school's aim is to get the very best from each pupil; not only through superb teaching and learning but also by encouraging involvement in extra-curricular and community activities.

The school enjoys an enviable reputation within its locality. It is extremely popular and has been significantly oversubscribed in recent years with the school roll growing. It attracts pupils from more than 35 different primary schools within four different local education authorities. We are part of Tameside Local Authority which provides a supportive and professional advisory service.

Our Progress 8 score for 2023 was +0.7 for all pupils and +0.38 for disadvantaged pupils. In 2024, Fairfield pupils achieved an amazing 98 grade 9s or D*. We are delighted that the improvements made in the school have been given public acknowledgement.

Our School's Purpose is...

To inspire pupils to achieve and guide them to be:

- **Successful learners** who enjoy learning, make outstanding progress, achieve outstanding academic results and are ready to meet the challenges of lifelong learning and the world of work;
- **Confident individuals** who are fully engaged in the life of the school and are able to live safe, healthy and fulfilling lives;
- **Responsible citizens** who are able to make a positive contribution to life in Modern Britain and beyond.



Whole-School Priorities 2023/24



successful learners

The knowledge-rich, ambitious curriculum leads to all pupils making outstanding progress in all subjects.



confident individuals

We promote a culture of outstanding personal development within our school and the wider community.



responsible citizens

All pupils have outstanding attitudes and behaviour showing respect, kindness and inclusivity.

Our Vision of Fairfield High School for Girls is...

For the Trustees, Executive Leadership Team, Headteacher, Senior Leadership Team and all staff to work together within a tradition of care and service to promote excellence and ambition for all our pupils. Education at Fairfield High School for Girls is a transformational experience, which is realised through daily personal and academic excellence. We have very high expectations of behaviour and appearance reflecting excellent standards in the classroom and we pride ourselves on achieving outstanding progress for all. Our vision is to ensure that Fairfield pupils are **successful learners, confident individuals and responsible citizens**.

As a truly exceptional forward thinking school with high expectations for all learners through a relentless approach to overcoming barriers to learning and evidenced by high standards of achievement across all ages, regardless of background.

- A learning centred school which strives to nurture and develop the talents of all of its pupils.
- A vibrant, tolerant and aspirational school community characterised by high levels of staff and pupil happiness and mutual respect, underpinned by pride, ambition and a commitment to achievement and enrichment for all.
- A school community where all staff are committed to the 'lifelong learning' ethos running through personalised professional development underpinned by a collaborative coaching culture which promotes and nurtures all staff to sustain excellence and develop further.
- A school that truly works in the community, with the community and for the community.
- A financially efficient school that can provide for itself, think for itself and utilise resources to maximise the best outcomes for all.
- A school that provides a relevant, purposeful and inspiring curriculum for all pupils enabling them to be active citizens in a modern diverse British and global community.

Our School's Values are...

We want everyone working in a caring school where everyone is valued and everyone values relationships. Our emotionally intelligent school community will celebrate individual differences and people will understand how their actions will impact upon, and be perceived by, those they affect. We expect all members of our school community to be the best they can be and help others to be the best that they can be by valuing 'outstanding progress for all'.



Our Staffing

We have a very capable and talented team of staff. The Senior Leadership Team consists of the Headteacher, a Senior Assistant Headteacher and five Assistant Headteachers. The Senior Leadership Team are supported by the Executive Leadership Team, the Headteacher's PA, the Assistant School Business Manager and the Company Secretary. We have circa 65 teaching staff and 45 support staff.

As part of the Stamford Park Trust, the school is also supported by a committed and enthusiastic Trust Board and a Local Governing Body, the members of which have a diverse range of skills and expertise.

We are strongly committed to the development of our staff. We use external courses to support colleagues but also believe firmly in the benefits of internal expertise – sharing through coaching and 'in-house' best practice sessions. We also work with a group of other schools to support teacher training in middle management and excellent classroom practice.

Our Facilities

We are proud that high-quality teaching and learning at Fairfield High School for Girls is supported by both modern and more traditional facilities. Each classroom is equipped with projectors and interactive equipment; there are now around 600 computers for pupil use.

Main features include:

- An open-plan Restaurant
- Science Laboratories and Technology suites
- A multi-purpose assembly hall
- A Sports Hall
- A Conference Centre
- A Multi-Use Games Area (MUGA)
- Community facilities

Our Location

The school is based in Droylsden, mid-way between Manchester and Tameside. It is ideally located within easy access of a network of motorways and major roads. It is within close proximity to several business parks and Manchester city centre.

Housing in the area consists mainly of private property supplemented by some rented accommodation. The majority of our pupils live in Tameside and the surrounding boroughs but we take pupils from other parts of Manchester and also other authorities.

Our Vacancy

- Start Date:** As soon as possible
- Closing Date:** 9.00am on Monday 14th October 2024
- Grade/Salary:** NJC Point 17-22 (pro rata) – Actual Salary £22,099-£24,092
- Contract Type:** Permanent – 32.5 hours a week, term time plus five days
- Interview Date:** w/c Monday 14th October 2024 - date to be confirmed

Application Process

Please download, complete and return the application form by the closing date specified. Candidates are asked to complete all the relevant sections of the application form and to submit a supporting statement, addressing the criteria listed on the person specification. This should be no longer than two sides of A4 paper (minimum font size 10). You may include examples from previous paid, unpaid or voluntary experience.

Prospective candidates are encouraged to submit their applications as soon as possible as the school reserves the right to close the advert should we feel able to appoint an appropriate candidate during the application process.

Please ensure that you provide an up-to-date email address with your application as we contact candidates electronically rather than by post. The completed application form should be emailed to recruitment@fairfieldhighschool.co.uk

Or posted to: Recruitment – Admin Department
Fairfield High School for Girls
Fairfield Avenue
Droylsden
Manchester
M43 6AB

Please note that due to the volume of applications we receive, we will only be able to contact candidates who have been selected for interview. If you do not hear from us within two weeks of the closing date, please assume that we will not be calling you for interview on this occasion. For additional information about the school please visit the website www.fairfieldhighschool.co.uk

Background Checks and Safeguarding Pupils

Fairfield High School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The position advertised is subject to an Enhanced Disclosure and Barring Service Check, medical clearance, satisfactory references, qualification checks and eligibility to work checks under the Asylum and Immigration Act.

Thank you

Thank you for considering Fairfield High School for Girls and we look forward to receiving your application.

Job Description

Higher Level Teaching Assistant (HLTA) – Level 3/Level4

Permanent Contract – 32.5 hours a week, term time plus five days

Responsible to:

- The SENDCO
- The Assistant SENDCO

Post Purpose:

- To provide learning support for identified pupils with learning/SEMH/behavioural needs, within a classroom setting.
- To participate in the delivery of literacy interventions to a small group of KS3 or KS4 pupils.
- To be a positive advocate of SEND and support the Personal Development of pupils, promoting their independence, self-esteem and social inclusion.
- To be aware of, and support difference, and ensure all pupils have equal access to opportunities to learn and develop.

Working Relationships:

- SEND Faculty Staff
- Headteacher and Senior Leadership Team
- Faculty and Subject Leaders
- Teachers and Support Staff
- Pupils, Parents and Carers
- External Agencies

Working Time:

- Permanent, 32.5 hours per week, term time plus five days.

Main Duties and Responsibilities:

- To implement individual learning programmes for pupils or groups of pupils with Special Educational Needs/Additional Needs under the guidance and direction of the SENDCO and Assistant SENDCO.
- To participate in procedures regarding the SEND code of practice.
- To assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning, advising staff on resources required to maximise the achievement of such learners.
- To provide advice and support for teachers in respect of the learning needs and appropriateness of approach for pupils with learning, SEMH and/or behavioural difficulties.
- To assist with the preparation and implementation of individual support and learning programmes under the guidance and direction of the appropriate person.
- To assist in teaching self-organisation skills to enable pupils to cope independently with school and home learning tasks.
- To promote great learning habits: excellent presentation; learning resilience; independence; ability to meet deadlines and striving for excellence.
- To promote independence and employ strategies to recognise and reward achievement of self-reliance.
- To support pupils with specific needs and assist in movement around the school.
- To offer personal care for pupils with medical needs.

- To establish productive working relationships with pupils, acting as a role model and setting high expectations.
- To deliver structured and agreed tutoring for pupils.
- To implement individual learning programmes with individual pupils or with small groups including the use of computer aided learning packages.
- To prepare, maintain, use and improve all resources required to meet the lesson plans/learning activities.
- To plan, administer Assess/Plan/Do/Review cycles for selected SEND pupils.
- To support pupils within the mainstream classroom to enable them to access and respond to the curriculum, with a focus on literacy, (supporting reading, writing, communication and maths skills and the presentation and organisation of work) in partnership with the class teacher.
- To provide feedback to pupils in relation to progress and achievement.
- To share responsibility for the supervision of pupils in the mainstream classroom and to take that responsibility in a one-to-one or group withdrawal situation.
- To deliver all agreed interventions, recording achievements, progress, feedback, enter data and provide reports in an agreed and established format, as required.
- To use ICT as appropriate in this work.
- To support whole school reading strategies and interventions, as appropriate.
- To respond to the academic and pastoral needs of individual pupils.
- To participate in Annual Review and multi-agency meetings as required.
- To take the initiative, as appropriate, to develop multi-agency approaches to supporting pupils.
- To work closely with disaffected pupils whether they have learning and/or behavioural difficulties or are underachieving for whatever reason.
- To work both within and outside the classroom to support individuals and groups by providing appropriate interventions and activities, which will help to maintain or improve positive behaviour for learning.
- To encourage pupils to interact and work cooperatively with others and engage all pupils in activities.
- To support with the management of the behaviour of pupils according to the school's Policy for Outstanding Conduct and Behaviour so that effective learning can take place and maintain a constructive working environment in the classroom.
- To deal promptly with poor behaviour and unacceptable learning habits.
- To act as a member of the in-house support team for pupils and teachers in the delivery of Learning Support Programmes.
- To contribute to the development of provision for pupils with SEND across the whole school.
- To accompany staff on school trips, if required, and deliver out of school learning activities within guidelines established by the school.
- To work collaboratively, as part of a team, and adopt flexible working practices.
- To undertake break and lunch duties as required (including extra-curricular activities).
- Provide some cover supervision for absent colleagues in the SEND Faculty.
- Employees will be expected to fulfil any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Other Activities:

- To help plan, produce, organise, maintain and manage resources and records – worksheets, books, materials, technological aids and general equipment etc.
- To work with other Teaching Assistants on classroom and corridor displays within school as required.
- To assist in the promotion of good communication with parents/carers, teachers and other members of the community.
- To assist, as necessary, in the visits of any other support agencies who might be involved in the support of pupils referred for such support (speech therapist, physiotherapist, educational psychologist etc.).
- Making records of, and reports on, the personal and social needs of pupils.
- Communicating and consulting with the parents/carers of pupils.
- Supporting the role of parents/carers in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Communicating and collaborating with persons or bodies outside the school.
- Participating in all meetings relevant to the role.
- Providing or contributing to verbal and written assessments, reports and references relating to individual pupils and groups of pupils.
- Routine care of equipment and materials used or displayed by the school.
- Routine tidiness and presentation of designated work areas.
- To contribute to the extra-curricular commitment within the SEND Faculty.
- To support enrichment and extra-curricular activities as required.

Professional Development:

- To continue own professional development as agreed with your line manager.
- To attend and participate in appropriate meetings.
- To participate in training and other learning activities.
- To actively engage in the Performance Management process for support staff.
- To appreciate and support the roles of other professionals.
- To recognise one's own strengths and areas of expertise and use these to advise and support others.
- To develop constructive working relationships and communicate effectively and professionally with other staff.

Discipline, Health and Safety:

- Maintaining Behaviour for Learning and discipline among the pupils and safeguarding their health, safety and wellbeing when they are authorised to be on school premises and when they are engaged in authorised school activities elsewhere.
- To share responsibility for the health, safety and welfare of pupils at all times.

Staff Meetings:

- Participating in meetings at the school, which relate to the curriculum for the school or the administration and organisation of the school, including pastoral arrangements.

Examinations:

- Participating in arrangements for pupils' presentation for and supervision during such examinations.
- To support Access Arrangements for pupils, as directed, during public and school examinations and assist with exam invigilation when necessary.
- To provide amanuensis support during exam periods.
- To administer and assess/mark tests and invigilate exams/assessments.

Management of Resources:

- Taking such part as may be required of them in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
- To assist the SENDCO and Assistant SENDCO to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To cooperate with other Faculties to ensure the sharing and effective use of resources to the benefit of the school and the pupils.

Safeguarding and Equality:

- To have a thorough understanding of up-to-date safeguarding requirements and best practice.
- To demonstrate an understanding and acknowledgement of the individual's responsibility for promoting and safeguarding the welfare of children and young people.
- To demonstrate a commitment to supporting and promoting safeguarding, pupil welfare, equality and diversity.
- To maintain an environment which feels safe and enables pupils to report any concerns or complaints.

Relationships:

- The HLTA is responsible to the Headteacher in all matters but the direct line manager is the SENDCO.
- The postholder will interact on a professional level with colleagues within the school in order to enhance the efficiency and effectiveness of service delivery.
- The postholder will interact on a professional level with mainstream colleagues with other concerned agencies and seeks to establish and maintain productive relationships with them.
- The postholder will be aware of the overall responsibility of the Headteacher in relation to the management of the school and the education of its pupils and will seek to maintain productive relationships that are effective in providing for a pupil's special educational needs.

School Ethos:

- To fully comply with the school's Policy for Child Protection and Safeguarding (and related policies) to promote and safeguard the wellbeing of all young people at all times.
- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and pupils follow this example.
- To promote actively the school's corporate policies.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- To proactively promote an atmosphere of mutual support, respect, recognition and celebration of the diversity in our school.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

The school will attempt to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for job applicants with disabilities or continued employment for any employee who develops a disabling condition.

This job description is written at a specific time and is subject to change as the demands of the school and the role develops. The role requires flexibility and adaptability and employees of the school need to be aware that they may be asked to perform tasks and be given responsibilities not detailed in this job description.

Person Specification – Higher Level Teaching Assistant

	Essential	Desirable
Qualifications/Training/Knowledge		
A good standard of general education.	✓	
5 or more GCSE or Level 2 qualifications with English and Maths at Grade B or above.	✓	
Relevant Level 3 or 4 qualification in Teaching Assistance or a degree in a relevant curriculum subject.	✓	
Training in special educational needs strategies.		✓
A successful record of:		
A successful record of employment.	✓	
Experience of working with young people in an educational setting (within specified age range/subject area) or experience of tutoring.	✓	
Classroom experience at primary and/or secondary school level.	✓	
Supporting literacy and numeracy across a range of subjects the curriculum and delivering interventions.	✓	
Supporting numeracy across a range of subjects the curriculum and delivering interventions.		✓
Participation in, and commitment to, extension and extra-curricular activities.		✓
Mentoring either as a mentor or mentee.		✓
Improving the practice of others.		✓
Competencies/Abilities		
Promote and safeguard the wellbeing of all young people.	✓	
Develop positive relationships with pupils and staff.	✓	
Communicate highly effectively with a wide range of audiences.	✓	
Contribute to improvements of learning and teaching.	✓	
Make most effective use of ICT, including ICT for effective learning and teaching.	✓	
Demonstrate yourself as a role model in terms of hard work, commitment to best practice in learning and teaching, personal presentation and attitude to all members of the school community.	✓	
Work independently and show initiative.	✓	
Support the school ethos of high standards of behaviour for learning.	✓	
Understand classroom roles and responsibilities and your own position within these.	✓	
Self-evaluate learning needs and actively seek learning opportunities.	✓	
Support the school ethos of high standards of behaviour for learning.	✓	
Deal sensitively with people and resolve conflicts.	✓	
Teach literacy skills which support the National Curriculum in English.	✓	
Professionally develop other colleagues.		✓
Support pupils with English as an Additional Language (EAL).		✓
Personal Qualities		
A growth mind-set and commitment to lifelong learning.	✓	
Exemplary attendance and punctuality.	✓	
Professional presentation and manner.	✓	
Demonstrate impact and presence.	✓	
Willingness to take a full part in the life of the school.	✓	
A genuine commitment to inclusive comprehensive education.	✓	
Pupil-centred educational principles rooted in a willingness to continuously improve learning and teaching across the school.	✓	
High profile with pupils, parents/carers, staff and other stakeholders.	✓	
An effective team member.	✓	
Ability to motivate, inspire, enthuse and engage learners in the subject areas.	✓	
Be able to initiate ideas, set own targets and meet own and other people's deadlines.	✓	
Excellent personal numeracy and literacy skills.	✓	
Strong interpersonal skills with all.	✓	
Well-developed communication and organisational skills.	✓	
Problem solving ability and a solution focused approach to work.	✓	
Sensitivity and understanding to help build productive relationships with pupils.	✓	
Commitment to always maintaining confidentiality.	✓	
A flexible approach.	✓	

