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SMITHILLS SCHOOL

SUCCESS FOR ALL

HLTA Level 4 with a Literacy/Phonics
Specialism
Candidate Information



OUR VALUES



EXCELLENCE



INDEPENDENCE



COMMUNITY



Welcome to Smithills School

Thank you for expressing an interest in the position of HLTA Level 4 with a Literacy/Phonics Specialism. This is a wonderful opportunity to join our successful, over-subscribed 11-16 school at an exciting stage of our journey.

We are a large secondary school, a single Academy Trust, situated in the heart of Bolton. As Headteacher I am fortunate to work alongside our talented staff, pupils, families and community partners. Our school is a very special place where we respect individuality, diversity and difference. Every child who joins us is encouraged to achieve and every adult who joins our team is given the opportunity to contribute.

Our values of Excellence, Independence and Community are evident in all that we do. They combine to ensure our vision of 'Success for All' is achieved.

September 2023, two weeks into my headship, the school was judged as requires improvement for Quality of Education and Leadership and Management, but good for Personal Development and Behaviour and Attitudes. Ofsted commented 'pupils are warmly welcomed and quickly settle into school life', we have 'high aspirations for pupils' achievement' and 'staff feel happy and proud to work' at the school. They remarked that we are on the right track with the changes we are making, we simply need more time to implement and embed them.

Our pupils are at the heart of everything we do. We are committed to developing and nurturing every child, providing the very best standards of education through a strong, knowledge rich curriculum, which is built around our expectations that all pupils will develop their depth of understanding across a wide range of subjects, securing an ambitious education for all. We also offer our pupils a wealth of cultural experiences, broadening horizons and developing self-esteem which provides them with the skills to make positive contributions to society, now and in the future.

We are committed to the continued professional development of all our colleagues and take our responsibility to develop leaders of the future seriously. We are equally committed to staff wellbeing: we provide a package of support to help all colleagues achieve a happy work life balance and we have a thriving wellbeing group that initiates real change in school.

If you are a dynamic, motivated, conscientious professional who has a passion for working with children and young people and you feel you have the skills and personal attributes to work as part of an innovative, energetic and ambitious team, we would love to hear from you.

Carolyn Dewse
Headteacher



Why work at Smithills?

As a team, we value every member of staff – from the site team to middle leaders, from teachers to SLT, from canteen staff to teaching assistants, from pastoral staff to IT support. We know that every person on our staff is crucial to the strategic development and the operational work of our school. As such, we promote well-being and prioritise manageable workloads in the following ways:

- SLT are supportive and highly visible around our site
- Teachers have their own classrooms
- We are committed to the Education Staff Wellbeing Charter
- Staff wellbeing is prioritised with free access to our swimming pool, gym, 'Friday football' and all sports centre activities during the week and at weekend
- The Staff Wellbeing Team includes broad representation from teaching and associate staff
- This team meets at least every half term, capturing staff voice and responding with concrete actions
- Teaching staff typically have above the national expectation of 10% of Planning, Preparation and Assessment (PPA) time
- Every teacher has a protected Professional Development hour every fortnight
- CPD is a regular feature of our calendar and includes teaching and support staff
- Opportunities for career development are embedded in our structures and systems
- Early Careers Teachers thrive in a supportive and caring environment. They have access to a broad and individualised programme of professional development
- As part of our commitment to continuous professional development all staff are encouraged and supported to undertake further study
- Internal applications for a range of roles are actively encouraged
- Data entry points are kept to a minimum for each year group
- Every department has high quality 5-year curriculum plans in place
- Departmental marking policies have been designed to actively reduce marking workload
- All teaching staff have an iPad/laptop
- The correction system is centralised
- Lunch duties are paid
- Reprographics is centralised

Most of all, though, we offer something which a bullet point list cannot capture: our staff and students are friendly and fiercely loyal to our school. Our school is a community and we are proud of that.

'Leaders at all levels carefully consider the impact of any changes that they make to school systems which may affect the workload and well-being of staff'.

OFSTED
September 2023

We encourage you to come and see our school for yourselves. Please contact the Headteacher's PA, Chris Fleming on 01204 842382 ext. 104 or c.fleming@smithillsschool.net to arrange an appointment. A member of SLT will be only too happy to show you around.

Closing date for applications: Monday 15th July 2024 at 9.00am

Interview date: Wednesday 17th July 2024



HTLA LEVEL 4 WITH A LITERACY/ PHONICS SPECIALISM
Salary: GRADE F SCP 17-23 £28,770 - £32,076 PA PRO RATA

Actual Salary at pt 17 £21,635

32.5 hrs per week Term Time Only Plus 5 INSET Days

Permanent Position

Job Description

Primary Purpose of the Job

- To work as an intervention coordinator to develop provisions that improve outcomes for pupils with SEND.
- Promote ways to ensure pupils' independence, self-esteem and social inclusion.
- Promote support for pupils with SEND, individually or in groups, so they can access the curriculum.
- Plan, deliver and evaluate a range of individual/ group interventions.

Responsible to

SENCO and Assistant Headteacher

Responsible for

Allocated Teaching Assistants

Principal Responsibilities

Provide guidance and support for the pupil, teacher, curriculum and the school.

Essential

To have 3 years' experience of teaching or supporting learners with SEND needs.

Desirable

To be knowledgeable in a range of evidence based literacy and phonics packages.

MAIN DUTIES

SUPPORT FOR THE PUPILS

- To assess the needs of pupils through individually tailored key indicators.
- To ensure inclusive practices are in place so pupils with SEND make progress.
- Develop positive relationships with individuals/groups of pupils, and their families.



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Ensure pupils receive tailored support to meet their needs, taking into account strategies provided by outside agencies.

- Design, plan and deliver appropriate and timely interventions to support the areas identified by Specialist Teachers, SENCo and Senior Leaders.
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning across the curriculum.
- Create, develop and implement Pupil Passports, Pupil Plans and individual SMART targets using the Assess, Plan, Do, Review procedure.
- Provide feedback to pupils in relation to progress and achievement.
- Establish productive working relationships with all pupils, acting as a role model and setting high expectations.
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure.
- To monitor and promote effective interaction and communication within the school environment.
- Promote inclusion and acceptance of all pupils.
- Use data to establish appropriate interventions (following the 'plan, assess, do, review' model) for those pupils who require additional support.
- Promote, support and facilitate inclusion by encouraging participation of pupils in extracurricular activities.
- Support pupils to develop a love of reading and deliver appropriate interventions to improve their reading skills.
- Liaise and coordinate outside agency involvement to extend the strategies used to support pupils.
- Support the role of parents in their child's learning and contribute to/lead meetings such as TAF meetings with parents and agencies to improve outcomes for pupils.

- Liaise with primaries and Post 16 settings to support the transition of pupils with SEND.
- Apply fairly and consistently, all policies that are applicable within the context of teaching and learning, for example, behaviour for learning and marking and assessment policies.

SUPPORT FOR THE TEACHERS

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of those with SEND.
- Organise and manage teaching spaces and resources to create and maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations and strategies on to appropriate teachers.
- Direct the work, where relevant, of other adults in supporting learning for pupils with SENDs.
- Collaborate on lesson plans, resources and success criteria within an agreed system of supervision.
- Effectively contribute to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.
- Use teaching and learning success criteria to provide challenging targets for individuals.
- Evaluate and adjust lesson/work plans as appropriate within agreed systems of supervision.



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- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined success criteria.
- Provide accurate feedback and reports, as required, to the teacher and SENCo on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records in agreed format with the teacher and SENCo, contributing to reviews of systems/records as requested.
- Administer and assess/mark tests and accurately record achievement/progress and invigilate exams/tests.
- Establish a clear framework for pupil discipline, anticipate and manage pupil behaviour constructively, promoting self-control and independence in line with established school policy.
- To cover and lead class teaching (in agreement with the SENCo) as and when appropriate.

SUPPORT FOR THE CURRICULUM

- Plan and deliver learning activities/programmes (often online), adjusting activities according to pupil learning styles and individual needs within an agreed system of supervision.
- Support the delivery of SEND programmes, effectively utilising all alternative learning opportunities to support extended development.
- Use ICT effectively in learning activities and initiate the preparation of ICT resources to develop pupils' competence and independence in its use.
- Assist pupils to access learning activities through applying specialist support in specific curriculum areas.
- Select and prepare required resources to lead learning activities, taking account of pupils' interest, language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.
- Keep up to date with current, relevant research in order to improve your practice.

SUPPORT FOR THE SCHOOL

- To work closely with the class teacher and any external professionals as appropriate, to deliver any special programme designed for the pupil(s) and to undertake such training as necessary.
- Share expertise by delivering training in department meetings when necessary.
- Comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Be aware of a range of personalised support and ensure all pupils have equal access to opportunities to learn and develop.
- Promote the inclusion and acceptance of all students.
- Contribute to the school values, aims and improvement plans.
- Attend and participate in regular meetings as required.
- Participate in training and other learning activities and personal development, as required.
- Assist with the planning of opportunities for pupils to learn in out-of-school contexts, according to school policies and procedures and within working hours.



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- Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend in school activities.
- Accompany pupils on school visits, trips and out of school activities, as required.
- On occasion, accompany staff on home visits.
- On occasion, provide cover for teacher absence.
- Undertake lunch duty as required.

LINE MANAGEMENT RESPONSIBILITIES

- Manage a team of Teaching Assistants and deployment of resources.
- Ensure effective team communication, Teaching Assistant induction, development and appraisal.

The roles and responsibilities in this job description may change and/or evolve in a reasonable manner over time.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.



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Person Specification

MINIMUM ESSENTIAL REQUIREMENTS	METHOD OF ASSESSMENT
1. Skills, Competency and Knowledge	
Ability to lead effectively within a team environment, with an understanding of roles and responsibilities within SEND	Application Form/Interview
Ability to build effective working relationships with all pupils and colleagues	Application Form/Interview
Ability to work within a team of staff, ensuring effective communication and deployment	Application Form/Interview
Ability to contribute to the Care, Guidance and Support of pupils through the pastoral and academic structures within a school context.	Application Form/Interview
Ability to promote a positive ethos and role model positive attributes	Application Form/Interview
Ability to adapt own approach in accordance with student needs	Application Form/Interview
Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate	Application Form/Interview
Demonstrate excellent behaviour management techniques	Application Form/Interview
Ability to continually develop and extend own working practices	Application Form/Interview
Understanding of safeguarding principles and safe working practices, and to be able to set in motion appropriate procedures according to the school setting/policies	Application Form/Interview
Demonstrate the ability to contribute to the SEND department team	Interview
Excellent personal literacy and numeracy skills	Application Form/Interview
Strong understanding of the national curriculum and other learning programmes.	Application Form/Interview



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Understanding of principles of child development, learning styles and independent learning,	Application Form/Interview
Minimum 3 years' experience of working with children in an educational setting.	Application Form
Working knowledge of relevant policies/codes of practice/legislation	Application Form/Interview
Understanding of statutory frameworks relating to teaching and learning and SEND	Application Form/Interview
Understanding of inclusion, especially within a school setting	Application Form/Interview
Experience of resources and effective preparation to support learning programmes	Application Form/Interview
Effective use of ICT to support learning	Application Form/Interview
Valuing Diversity - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage.	Application Form/Interview
Developing Self and Others - Ability to question, and request the right training and development that links to the post. To seek opportunities that add to skills and knowledge and to respond positively to opportunities that arise. Support others' learning and share learning with others.	Interview
Health and Safety - The ability to identify risk to self and others when undertaking work activities and know the appropriate actions needed to minimise risk.	Interview
Confidentiality - To acknowledge the need to maintain confidentiality at all times and to become aware of the National, Council and school/setting policies on confidentiality, and the management and sharing of information.	Interview

2. Experience/Qualifications/Training etc.



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At least a level 2 qualification in Maths and English (GCSE grade C or above or equivalent).	Application Form / Certificates
Teaching degree, degree, HLTA or NVQ Level 3 with the requirement to work towards the HLTA qualification.	Application Form / Certificates
Experience of working with students with challenging behaviour	Application Form & Interview

3. Work Related Circumstances – Professional Values & Practices	
High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background with a commitment to raising their educational achievements	Application Form & Interview
Ability to build and maintain successful relationships with pupils, treat them consistently, with respect, consideration and demonstrate concern for their development as learners	Application Form & Interview
Demonstrate and promote the positive values, attitudes and behaviour expected from the pupils with whom they work	Application Form & Interview
Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice	Application Form & Interview
Able to liaise sensitively and effectively with parents and carers recognising their role in pupil learning	Application Form & Interview
Able to improve their own practice through observations, evaluations and discussion with colleagues.	Application Form & Interview



Safeguarding

Smithills School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates are subject to an enhanced disclosure from the Disclosure & Barring Service.

Current or previous employers will be contacted as part of the verification process pre-appointment checks if the applicant is short-listed. Information requested will include:

- Disciplinary offences relating to children, including anywhere the penalty is “time expired”
- Whether the applicant has been the subject of any child protection concerns
- The outcome of any enquiry or disciplinary procedure

Any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview.

We may use internet searches using information held in the public domain to perform due diligence on shortlisted candidates in the course of recruitment, in terms of suitability for the post applied for. Where we do this, we will act in accordance with our data protection and equal opportunities obligations.

C Dewse
Headteacher