



## **Level 4 SEND Higher Level Teaching Assistant** Tees Valley Education

**Job Ref: DSA143**



**TEES VALLEY**  
**EDUCATION**  
[www.teesvalleyeducation.co.uk](http://www.teesvalleyeducation.co.uk)

## Level 4 SEND Higher Level Teaching Assistant



**TEES VALLEY  
EDUCATION**  
[www.teesvalleyeducation.co.uk](http://www.teesvalleyeducation.co.uk)

**Status: Permanent, full time, 37 hours**

**Required: September 2021**

**Salary: SCP 17– 20 £24,491 – £25,991 (Actual salary £22, 147 - £23, 503)**

**Hours: 37 hours per week, term time only + 15 days (5 PD days + 2 weeks)**

**Reporting to: Headteacher**

Tees Valley Education is seeking to appoint a pro-active, enthusiastic, energetic and reliable Higher-Level Teaching Assistant to join the Tees Valley Education Trust. This position would be to work with children with severe learning difficulties and complex needs from Nursery to Year 6. As a HLTA, you will work alongside class teachers, helping pupils to get the most out of their learning and supporting individuals or groups of pupils, taking a lead role in assessment of learning and progress as well as covering classes and leading groups.

We are looking for people who have experience of, or a genuine interest in, working with children with complex SEND, are interested in their development and learning and have good organisational and communication skills. We ask that all staff working with our children hold qualifications in English and mathematics that are at least equivalent to GCSE grade 'C'. Qualification as a teaching assistant (or equivalent) is essential.

In return, we can offer you the opportunity to join a successful academy within a well-established trust. Both the trust and academy have a strong inclusive ethos and an inherent drive for quality. Tees Valley Education is dedicated to delivering outstanding inclusive practice through a culture of co-production, experiential learning and growth, where parents and professionals work together to support the holistic development of the child. Our children are proud academy citizens, care for each other, are focused on learning and enjoy coming to school. We have an incredibly strong team and thrive on working together to improve access to education and outcomes for our children.

Applications are invited from prospective candidates who are able to demonstrate that they are able to meet the essential criteria set out in the person specification and who have the vision, values and tenacity to join an outstanding team and help continue the journey towards excellence.

Tees Valley Education Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS check.

Application packs can be downloaded or printed directly from the Trust website

[www.teesvalleyeducation.co.uk](http://www.teesvalleyeducation.co.uk) or requested from the academy. Only applications on Trust's official application form will be accepted.

If you are submitting your completed application form by e-mail via [Recruitment@tved.org.uk](mailto:Recruitment@tved.org.uk) please be aware that the academy cannot be responsible for any formatting anomalies when printing. Hand written or electronic printed copies should be posted or hand delivered to the following address for the attention of Miss Jennifer Duncan:

Discovery Special Academy  
C/ O Brambles Primary Academy  
Kedward Avenue  
Brambles Farm

If you have any queries about the application process or the position please feel free to contact Carole Tonner, Academy Business Manager, on 01642 248333 or email [DICTonner@tved.org.uk](mailto:DICTonner@tved.org.uk).

Closing Date: **Monday 21<sup>st</sup> June 2021 at 9:00am**

Shortlisting: **Monday 21<sup>st</sup> June 2021**

Interviews: **Tuesday 29<sup>th</sup> June 2021**

**If shortlisted, you will be asked to complete a short teaching task with a group of pupils with complex needs as part of the interview process.**

## JOB DESCRIPTION

To complement the professional work of the class teacher by delivering small group activities, being responsible for assessment and progress of a group of pupils under the direction of the class teacher and to cover the class as required. This will involve planning, preparing and delivering learning activities for individuals/groups or for the whole class and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.

You will be responsible for the management and development of a specialist area within the school and/or the management of other teaching assistants including allocation and monitoring of work, appraisal and training. The job is carried out using specialist skills, knowledge and equipment within a special context, working with children with substantial additional challenges which may be learning, physical, emotional or behavioural.

## MAIN DUTIES AND RESPONSIBILITIES

- Plan and cover for classes as required
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Establish productive working relationships with pupils and staff, acting as a role model and setting high expectations
- Supervise children at playtime and lunchtime taking a lead role in this area
- 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 TEACHER

- Organise and manage appropriate learning environment and resources
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- 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 as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests
- Production of lesson plans, worksheet, plans etc.

## SUPPORT FOR THE CURRICULUM

- Deliver learning activities to pupils, adjusting activities according to pupil responses/needs
- Deliver local and national learning strategies e.g. literacy, numeracy, , Foundation Stage curriculum, etc, and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

## SUPPORT FOR THE ACADEMY

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Fully understand 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
- Take the initiative as appropriate, to develop multi-agency approaches to supporting pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in the academy including therapeutic opportunities
- Lead and develop extracurricular activities including after school clubs and holiday clubs

## LINE MANAGEMENT RESPONSIBILITIES WHERE APPROPRIATE

- Manage other teaching assistants if required
- Liaise between managers/teaching staff and teaching assistants
- Represent teaching assistants at teaching staff/management/other appropriate meetings
- Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants

The job holder may be required to undertake additional duties as could be reasonably required in exceptional or emergency situations.

The job holder may be required to work flexibly between the hours of 8am and 6pm.

The job holder may be required to work across the academy group.

The job holder may be required to undertake additional training e.g. first aid, physical intervention.

The job holder may be required to plan and deliver before and after school clubs.

**Important:** In the first instance, applications are assessed against the following criteria:

\*overall presentation

\*use of standard English

\*grammatical accuracy

Where applications do not meet the expected standard, they will be discarded before being matched to the person specification.

PERSON SPECIFICATION		
QUALIFICATIONS	AM	E/D
GCSE grade C or above in English and Mathematics (equivalent qualifications considered)	A	E
NVQ level 4 or above qualification (or equivalent) in a relevant area - in exceptional circumstances, where local circumstances dictate, qualifications may be viewed as desirable	A	E
EXPERIENCE		
Experience of working with children with complex SEND in a relevant environment	A, I, R	E
Experience of working in a relevant classroom environment	A, I, R	E
Experience of supporting pupils with challenging behaviour	A, I, R	E
KNOWLEDGE, ABILITIES AND SKILLS		
Able to make effective use of ICT (Microsoft Office packages, email and the internet)	A, I	E
Knowledge and experience of a range of strategies to support children with SLD and complex needs such as: PECS, Makaton, Eye Gaze, Sensory Integration	A, I, R	E
Ability to relate well to children	A, I, R	E
Basic understanding of child development and learning	A, I, R	E
Ability to work as part of a team, following instructions and on own initiative	A, I, R	E
Good communication skills including the use of standard English	I, R	E
Ability to relate well to parents/carers	A, R	E
Ability to lead teaching in groups and classes of children	A, I, R	E
Knowledge of the concept of confidentiality	I, R	E
First Aid Certificate	A	D
Ability to assess children's development	A, I, R	D
Experience of tracking interventions and monitoring impact of these	A, I, R	D
Be able to plan and deliver structured learning activities and after school activities for individuals and groups of children	A, I, R	D
Energetic, highly motivated, with an inquiring mind and passion for helping children succeed	A, I, R	E
Ability to self-evaluate learning needs and actively seek learning opportunities	I, R	E
Ability to support and train other staff and trainees	A, I, R	D
Commitment to safeguarding and protecting the welfare of children and young people	A, I, R	E

E – Essential

D - Desirable

AM (Assessment Method) - A - Application Form, I - Interview, R – Reference

## SAFEGUARDING CHILDREN

The Trust, and its academies, are committed to Safeguarding and Promoting the Welfare of all children. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

**The Trust's Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.**

*Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action*

*Working Together to Safeguard Children DfE 2018*

The Trust pays full regard to DfE guidance 'Working Together to Safeguard Children DfE 2018'. Anyone who works for the Trust, who is likely to be perceived by children as a safe and trustworthy adult (including volunteers and staff employed by contractors), is subject to appropriate checks in line with current legislation and best practice.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking checking details with the Disclosure and Barring Service.

## EXPLANATORY NOTES

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted.

### **Safeguarding Children & Young People**

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced CRB checks and DBS checks.

Candidates should be aware that all posts in Tees Valley Education involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post.

Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and, therefore, all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.

If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.

Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may be answered 'not applicable' if your duties have not brought you into contact with children or young people.

## Interview Process

After the closing date, short listing will be conducted by a panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

As part of the DBS application and as a form of identification, all candidates invited to interview must bring the following documents:

**Route 1** – 3 documents (at least 1 must be from Group 1, the other 2 can be from any group)

**Route 2** – 3 documents (1 from Group 2a and 2 from 2a or 2b, plus External ID check)

*One document must confirm the applicant's date of birth and another confirm the current address. In addition to the above, if you are successful, you will be required to conduct an external ID check (this is an automated process completed online).*

**Route 3** – 5 documents (birth certificate and 4 other documents - 1 from 2a and 3 from Group 2a or 2b)

*One document must confirm the applicant's current address*

Group 1 – Primary Identity Documents	
Current valid passport (UK or overseas)	Biometric Residence Permit (UK)
Current driving licence - photocard & counterpart (where applicable). (UK, Isle of Man, Channel Islands and EU – full or provisional)	Birth certificate – issued at time of birth (UK, Channel Islands – including those issued by UK authorities overseas)
Adoption Certificate (UK & Channel Islands)	
Group 2a – Trusted Government Documents	
Current driving licence - photocard (UK and overseas)	Current driving licence – paper (UK and EU)
Birth certificate – issued any time after birth (UK & Channel Islands)	Marriage/civil partnership certificate (UK & Channel Islands)
Fire Arms Licence (UK & Channel Islands)	HM Forces ID Card (UK)
Group 2b – Financial & Social history documents	
Mortgage statement (UK or EEA)	P45/60 Statement
Bank/Building Society Statement (UK)	Council Tax statement
Credit Card Statement (UK or EEA)	Work Permit/Visa (UK)
Financial Statement, eg Pension, investments (UK)	Sponsorship letter from employer (outside UK)
Benefit statement, eg child allowance, pension (UK)	Utility Bill
EU National ID card	Cards carrying PASS accreditation logo
Letter from Head Teacher or Principal	
A document from Central/Local Government/Government Agency/Local Authority giving entitlement (UK & Channel Islands), eg from the Department for Work and Pensions, the Employment Service, HMRC, Job Centre, Social Security, etc.	
ID validation must be attempted in order. If you are unable to validate via Route 1, move to Route 2, if unable to validate Route 2, move to Route 3.	

Failure to meet any of the above routes may mean that you will be sent for fingerprinting by the Police which you should be aware is likely to cause delay to the DBS application process and subsequently the recruitment process.

**Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.**

We will seek references for candidates that are shortlisted for interview and may also approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.



In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

#### **Conditional Offer: Pre-Employment Checks**

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory DBS check
- Verification of professional status such e.g. QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.

## **HOW TO APPLY**

To apply please complete the Tees Valley Education application form. Your supporting statement should address and evidence the selection criteria detailed in the person specification.

#### **Applying:**

Application packs can be printed directly from the trust website or requested from the Discovery Special Academy office on 01642 248333. Hand written or electronic printed copies of the Tees Valley Education application form should be posted or hand delivered to the following address for the attention of Miss Jennifer Duncan, Headteacher.

By post: Discovery Special Academy, Kedward Avenue, Brambles Farm, Middlesbrough, TS3 9DB

Please be aware that if you are sending your application by e-mail, the trust cannot be responsible for any formatting anomalies when printing.

By E-mail: [enquiries@discoveryspecialacademy.org.uk](mailto:enquiries@discoveryspecialacademy.org.uk)

If you have any queries about the application process or the position please feel free to contact Carole Tonner, Academy Business Manager, on 01642 248333 or email [DICTonner@tved.org.uk](mailto:DICTonner@tved.org.uk).

Closing Date: **Monday 21<sup>st</sup> June 2021 at 9:00am**

Shortlisting: **Monday 21<sup>st</sup> June 2021**

Interviews: **Tuesday 29<sup>th</sup> June 2021**

