

Information pack for candidates



ST HILDA'S
CE HIGH SCHOOL

WISDOM

HOPE

COMMUNITY

DIGNITY

EQUALITY



Dear Candidate

Many thanks for your interest in St Hilda's and the post of ASD Higher Level Teaching Assistant.

St Hilda's is unique. St Hilda's is a family. We are the only co-educational Church of England school in Liverpool in key stages 3 and 4. We welcome students and their family from a Christian background, from other faiths and those who have no faith. Each individual is precious.

Although our reputation in the community is excellent, this does not mean that we do not look for opportunities to improve who we are and what we do. We live by our values and are educating for 'wisdom, hope, community, dignity and equality'. Students helped to choose our 5th value of equality. We changed to a house system to promote a sense of belonging in each of our students and members of staff. Our smaller House families come together to form the larger St Hilda's family. We chose our 5 Houses very carefully. Each one of these inspirational people embody our values and have helped to shape Liverpool. We speak in more detail about Margaret Aspinall, Gee Walker, Kitty Wilkinson, John Brodie and William Roscoe on our website.

We believe in student voice, in student leadership and in high expectations. Our behaviour systems focus on a Chance to Change and we work hard in ensuring we support our students in making the right decisions, ready to take their place in our society. Our SIAMS Report in March 2017 graded us as outstanding across all areas, and our more recent Keeping on Track report in December 2019 states '*The strong, vibrant and inspirational vision, which proudly celebrates Christ as the cornerstone of this nurturing, inclusive and flourishing school, genuinely lies at the heart of this Christian community.*' We are unashamedly a Christian school. Our most recent Ofsted report graded us as Good in 2015.

We are heavily oversubscribed, but this does not mean that we do not recognise that we can become even better. We are looking for someone who will join the St Hilda's family in the key position as an ASD HLTA who champions all of our students, challenges where necessary and celebrates at every opportunity. You will support and develop the people in your team, ensuring all opportunities are taken to lead and share excellent practice and teaching and learning and strategies to support those students who need additional support.

Academically, St Hilda's intake above is national average. However, our aspiration is that every single one of our students achieves or exceeds their potential, has exceptional pastoral support and has a wealth of opportunities to support their development. In this role, we are looking for a very special person with the vision and experience to help our vision become a reality. Is this you?

We welcome visits from prospective candidates, but this will not form part of the selection process. Please contact Tracey Cain by email should you wish to arrange a visit tcain@st-hildas.co.uk



I look forward to receiving your application if you believe that St Hilda's suits your career aspirations and you meet our criteria for selection. We are looking for a very special ASD HLTA whose vision can take the department to the next level.

Thank you for your time,

A handwritten signature in purple ink that reads 'Jo Code'. The signature is written in a cursive, flowing style.

Mrs Jo Code, Headteacher

St Hilda's CE High School

St Hilda's CE School is an 11-18 co-educational Church of England school that sits on the fringe of Sefton Park in Liverpool. The school currently has 1060 Students. Due to parental demand for places at the school, from September 2018 we increased our Year 7 PAN from 150 to 170. We pride ourselves in being a fully inclusive school that serves our Diocese and beyond. Our vision encapsulates who we are as a school:

We are the St Hilda's family, with Jesus Christ as our cornerstone. Building on foundations of **wisdom**, **hope**, **community**, **dignity** and **equality**, we nurture and support each other to be or very best. We rejoice in our diversity and celebrate our many achievements.

St Hilda's also has a sixth form. St Hilda's College is an integral part of the school and last year, over 88% of Year 11 chose to continue their education at St Hilda's. The College is growing year on year.



The new school buildings were opened in September 2015. We are incredibly proud of the excellent facilities we have, including excellent sports facilities. St Hilda's College have dedicated areas in the school, including their own study rooms and café.

Our greatest asset at the school is our staff. St Hilda's staff are incredibly generous with their time and support of each student. We have an incredibly low turnover of staff and we retain many of our NQTs and former students return to work here.

This is an exciting time to join the school and become part of a hard-working and committed team who embody our vision and values.

Senior Leadership Team

Jo Code, Headteacher

Vision and values, curriculum, data, SEP, SIP, admissions, monitoring and tracking, QA systems policies.

Lynne Noon, School Business Manager

Strategic Finance, Premises; Maintenance, Development and staffing, Health & Safety, School Calendar, Service Contracts and performance, Catering, Lettings.

Roy Bellmon, Deputy Headteacher

DSL, St Hilda's College, post-16 learning and standards, IT strategy, HAP programme, enrichment, Year 11 transition.

Suzanne Harrison, Deputy Headteacher

Behaviour and Inclusion. Deputy DSL, Attendance, PP and Catch-up, Director of STEM, Head of Science

John Martin, Assistant Headteacher

Deputy DSL, Behaviour support, Student Welfare, House System, Rewards and celebration, Student Leadership, Friends of St Hilda's, parent engagement, transition.

Liz Cowdell, Assistant Headteacher

Head of mathematics, Teaching and Learning. Staff Appraisal; Teacher Targets; Mentoring/Support; T & L innovation and development, CPD, Development Thursdays.

Andrea Howard, Assistant Headteacher

Teaching and Learning, Data, ARR, Examinations and Options.

Katie Pritchard, Assistant Headteacher

SENCo, SEND, Looked after Children.

Carina Bird, Academic Catch-up and T&L



Liverpool

Liverpool is a city with unique attractions, exciting events, world class sport offerings, unrivalled musical heritage and a famously warm welcome!



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Location and Transport Links

Liverpool enjoys superb communication links. St Hilda's CE School is located close to the M62 and other major roads. There are train and bus links to St Hilda's. Liverpool Lime Street train station is the main station serving the city of Liverpool. Liverpool Airport is less than 30 minutes away.

Facilities and Amenities

St Hilda's CE School is close to the 3 universities in Liverpool. We are also close to Liverpool One; a range of shops, bars, restaurants, cafes and a cinema. Speke Retail Park and Edge Lane Retail Park are also close by.

Liverpool has the largest collection of museums and galleries anywhere outside London. The city also has several hospitals, theatres, cinemas and numerous other cultural and leisure facilities. St Hilda's CE School lies in South Liverpool, overlooking Sefton Park.

Housing and Accommodation

A range of accommodation options are available in the local area and there is a thriving rental market. The excellent transport links allow many staff at the school to live in outside of Liverpool. Help and advice can be given by the school if accommodation is required.



Job Description

Whilst every effort has been made to explain the main responsibilities and duties of the post, each individual task to be undertaken will not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. The job description is current to the date shown but, in consultation with you, it may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.



ST HILDA'S
CE HIGH SCHOOL

ASD HLTA Officer

Working time:	35 hours Term time + 3 Inset days
Grade:	NJC Scale 4
Disclosure level:	Enhanced DBS
Reporting to:	Assistant Headteacher-SENCo

Purpose of post

- To work as part of a team to organise and support teaching and learning activities for all students, including those with SEN; including classes, small groups and 1:1.
- To assist in the coordination and provision of students with diagnosed and undiagnosed ASD.
- To support teaching staff in developing an inclusive learning environment for those students with diagnosed and undiagnosed ASD.
- To work alongside outside agencies to support students in the area of communication and interaction difficulties and to monitor the impact of such interventions.

Reporting To

Assistant Headteacher-SENCo
Headteacher

Working with

Teaching Assistants
HLTA'S
Parents/Carers
Teachers

Post responsibilities


- Plan, prepare and deliver learning and assess, record and report on development, progress and attainment, resolving all but the most complex problems independently.
- Able to plan and deliver, as well as assess and evaluate through the graduated approach, to teach groups of pupils within the curriculum areas

- To manage the day-to-day redeployment of Teaching Assistants to priority lessons, as a result of staff absences.
- To undertake the cover supervisor role when required subject to the needs of the SEN department.
- Be involved in planning, organising and implementing Student Profiles, including attendance at, and contribution to, reviews.
- Liaise with staff and other relevant professionals and provide information about pupils as appropriate.
- Use teaching and learning objectives to plan, evaluate and adjust lessons/work plans as appropriate within agreed systems of supervision.
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- Deliver learning activities to pupils, adjusting activities according to pupil responses/needs.
- To attend school trips, events and extra-curricular meetings within designated working hours
- To assist with the general supervision of pupils during break times and lunch times and/or when required.
- Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- To assist the SENCo with the provision mapping of intervention programmes throughout the school.
- To assist the SENCo in the Performance Management of Teaching Assistants in the department.
- Responsibility for the preparation, maintenance and control of stocks of materials and resources.
- To administer reading and numeracy tests and record scores appropriately
- To build appropriate relationships with students
- To enable students to be included in all aspects of school life
- To work effectively as part of a multi-disciplinary team and as part of the whole school teaching and learning team to ensure progress and reflective learning.
- To ensure students' safety at all times, both in and out of the classroom
- Liaise with and coordinate outside providers including physiotherapists, travel support, Ed Psych, SENISS, etc.
- Act as SEN SIMs manager
- Assist with the maintenance of the medical needs register and liaise with pastoral staff regarding student needs and care plans.



- Prepare resources for learning activities in response to students' needs
- Promote student independence and develop students' confidence and self-esteem
- Act as reader/scribe/invigilator for students with exam access arrangements
- To monitor and evaluate the effectiveness of interventions
- To treat all information relating to a pupil as strictly confidential
- To promote the aims and objectives of the school and maintain its philosophy of education and ethos as a Christian school.
- To take responsibility for own professional development and duties in relation to school policies and practices and operate at all times within the stated policies and practices of the school.
- Establish effective working relationships and set a good example through excellent presentation and personal and professional conduct.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations. Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students.
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school.
- When required, take part in marketing and liaison activities such as parent's evenings, inset days and any other appropriate school events.
- To promote the welfare of children and to support the school in safeguarding children through relevant policies and procedures. Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.

General

- Well organised and experienced in all aspects of administration and capable of working on their own initiative
 - Monitoring and prioritising work in an effective and efficient manner
 - Handle difficult situations and issues with sensitivity and calm ensuring you are always aware of the safeguarding of our pupils, data protection issues and the need for strict confidentiality at all times.
 - Able to take initiative and show maturity, tact and discretion bearing in mind the confidential or sensitive nature of the work undertaken.
 - To support the Head Teacher in promoting the Christian ethos of the school and the school values.
 - To act as an ambassador for the school liaising with external agencies and companies.
 - To maintain confidentiality at all times in respect of school-related matters and to prevent disclosure of confidential and sensitive information.
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- To undertake any other duties of a similar level and responsibility as may be required.
 - Act as a positive role model to staff and students.
 - To have personal responsibility for own continuing professional development.
 - To promote equality as an integral part of the role and to treat everyone with fairness and dignity.
 - To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the health and safety policy and any school-specific procedures / rules that apply to this role.
 - St Hilda's CE High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.
 - Play a full part in the life of the school community, support the school's priorities and ethos and encourage staff and students to follow this example.
 - The post holder will be expected to ensure that output and quality of work is of a high standard and complies with current legislation / standards.
 - Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified, especially in the context of a new and growing school which requires flexibility in all of its employees.
 - The governing body is committed to safeguarding and promoting the welfare of all young people and expects all staff to share that commitment. The post will be dependent on a satisfactory Disclosure & Barring Service (DBS) record check and acceptable references.
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Person Specification

In your letter of application, please *demonstrate* how you meet these criteria.
Candidates failing to meet any of the essential criteria will automatically be excluded.
Do not include a curriculum vitae.

[A]

Qualification requirements	Essential	Desirable	Source
Meet Higher Level Teaching Assistant standards or to have the HLTA award.	E		A
Hold a recognised qualification (NVQ level 2 or equivalent or higher) relating to working and supporting children.	E		A
Ability to plan and deliver, as well as assess and evaluate through the graduated approach, to teach groups of pupils within the curriculum areas	E		A/I
Demonstrate levels of numeracy and literacy equivalent to GCSE (A-C)	E		A/I
Experience of working with young people within the areas of communication and interaction, cognition and learning, social emotional and mental health and physical and sensory needs.	E		A/I
The ability to communicate effectively with outside agencies and whole school staff in relation to supporting students with ASD.	E		A/I
A working knowledge of tracking interventions as part of the graduated response to supporting young people within education and feeding into both statutory and non-statutory reviews to support the team around the child.	E		A/I
I.T qualification		D	A/I
First aid qualification		D	A/I
Evidence of recent professional development		D	A/I

[B]

Experience	Essential	Desirable	Source
Experience of supporting young people of all ages who experience ASD.	E		A/I
Experience and ability to communicate effectively with whole school staff to implement strategies of support for young people with ASD.	E		A/I
Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential	E		A/I
Experience of working as a Teaching Assistant or equivalent experience of working with children or young people	E		A/I

Experience of using ICT to advance pupils' learning, and experience of using common ICT tools for own and pupils' benefit.	E		A/I
Involvement in extra-curricular activities		D	A/I
Support teaching within 11 – 19 age range		D	A/I

[C] Knowledge/Understanding

	Essential	Desirable	Source
Knowledge of a variety of intervention strategies and the ability to track impact as part of the graduated approach	E		A/I
Specialist knowledge and experience e.g. in behaviour management, pastoral care, early years, special educational needs or individual subject areas	E		A/I
Knowledge of the legal definition of Special Educational Needs (SEN), and familiarity with the guidance about meeting SEN given in the SEN Code of Practice	E		A/I
Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour	E		A/I
Knowledge of the key factors that affect the way pupils learn	E		A/I
Working knowledge of SIMs		D	A/I
Understanding of Safeguarding and child protection requirements	E		A/I

[D] Personal Qualities and Skills

	Essential	Desirable	Source
Ability to supervise pupils effectively both in and out of school in line with the school's behaviour policy.	E		A/I
Effective oral and written communication skills.	E		A/I
Excellent interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts.	E		A/I
Excellent organisational and time management skills.	E		A/I
Able to form and maintain appropriate professional relationships and boundaries with children and young people	E		A/I
Ability and willingness to work constructively as part of a team	E		A/I

Able to organise the classroom activities e.g. preparing and setting out resources and implementing strategies for Teaching and Learning	E		A/I
Ability to deal with sensitive information in a confidential manner	E		A/I
Ability to provide a good role model to young pupils Ability to use own initiative and work flexibly	E		A/I
Able to evaluate own performance and be committed to improving practice through appropriate professional development.	E		A/I
Able to act upon advice and feedback and be open to coaching and mentoring.	E		A/I
Ability to support the Christian ethos of the school	E		A/I

[E] Pre-Employment Checks

	Essential	Desirable	Source
Positive recommendation from all referees, including current employer/ITT trainer	E		R
DBS Clearance post appointment	E		N/A

(Source: A=Application (form+letter); I=Interview; R=Reference)

[F] Supporting Statement

The supporting statement should be clear, concise and related to the specific post. No more than 2 sides of A4, font size 12.

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

This job description is a guide to the duties and should be read in conjunction with the accompanying person specification.

This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service



How to apply and the Selection Process

Deadline for applications: 9.00 am 27th August 2021

Applications should be sent to: recruitment@st-hildas.co.uk

All candidates, both those shortlisted and those who are not successful, will be contacted by email. Details of the date and time of final interviews will be given to successful candidates.

Candidates will be asked to demonstrate and outline, in a variety of ways, their ability to successfully lead change at St Hilda's CE School.

Details of this will be sent out in advance. All candidates will be contacted following the interviews.

