

APPLICATION PACK

Role

Higher Level Teaching Assistant

INTRODUCTION

Eastbourne College is a co-educational HMC independent school of some 640 pupils of whom half are full-time boarders. It is a strong community with excellent links to local schools and Eastbourne.

Academic standards are very high with an average of almost 80 per cent of A-level grades at A*, A or B in recent years. At GCSE, 66 per cent of all grades were awarded 7 to 9 (or equivalent). The College recruits from a wide-ability range, and value-added outcomes are exemplary. The majority of College leavers enter higher education at leading universities at home or abroad.

The College operates as a full boarding school, with day pupils and boarders sharing the same wide curriculum. Day pupils can complete prep in houses; buses run at 6.00pm and 8.00pm on weekdays.

c. 640
pupils

80%
A*, A or B
A levels

66%
grades 7 to 9
at GCSE

We are proud of our rich, cultural and sporting traditions. The Birley Centre is a hub of music practice, performance, composition and recording. There is an established partnership with Glyndebourne and links with Ballet Rambert, local artists and musical ensembles. College artists exhibit in London, actors have starred in film, TV and the Edinburgh Fringe; the Design and Technology Department wins an extraordinary number of Arkwright scholarships. We have an enviable sports reputation, with Eastbournians competing at county level in cricket, hockey, rugby, netball and tennis; several have gone on to achieve international honours. There are also thriving service programmes, including CCF and Duke of Edinburgh.

As we celebrated our 150th year, the College completed the most ambitious development project in its history with Project 150 delivering over 30 state-of-the-art classrooms, ICT suites, a new swimming pool, café, school shop, dance studio, sports hall, squash courts, dining hall and fitness suite. We believe we have some of the best facilities of any school in the UK, and the Mathematics Department sits at the heart of this new development. For further information about Project 150 please visit the website:

<https://www.eastbourne-college.co.uk/about-us/our-future/>

We place great emphasis on a school in which education is built on core values and positive, supportive relationships. These central qualities endure long after a pupil moves on, with the five key values of participation, the pursuit of excellence, integrity, courtesy and kindness being the bedrock upon which their education stands, providing the wherewithal to flourish both at school and beyond.



PURSUIT OF
EXCELLENCE
PARTICIPATION
INTEGRITY
KINDNESS



Our
150th
year



30
State of the
art classrooms





THE POST

Higher Level Teaching Assistant

THE POST

The Higher Level Teaching Assistant (HLTA) will support the Head of Learning Enrichment (SENCo) in providing specialist support for pupils with identified learning needs. Working collaboratively with teachers, tutors and senior pastoral leaders, the HLTA will help raise standards of achievement and help pupils develop their independence and self-confidence. Hand-in-hand with supporting pupils' academic development, the HLTA will encourage their social development and emotional security.

The HLTA will also assist in helping pupils prepare for their public exams, making evidence-informed decisions regarding access arrangements or other concessions. Working with others in the Learning Enrichment department, the HLTA will assist in facilitating those once approved.

As the Learning Enrichment department grows under new leadership, there will be an opportunity for the successful candidate to bring their own skills and experience to bear in shaping the department's strategy for development over the next few years.



THE DEPARTMENT

The Learning Enrichment department is situated at the heart of the academic site in a suite of rooms overlooking College Field. Where specialist support lessons are recommended these will be taught individually in the department. Such lessons are dove-tailed into the demands of a pupil's academic timetable and co-curricular activities.

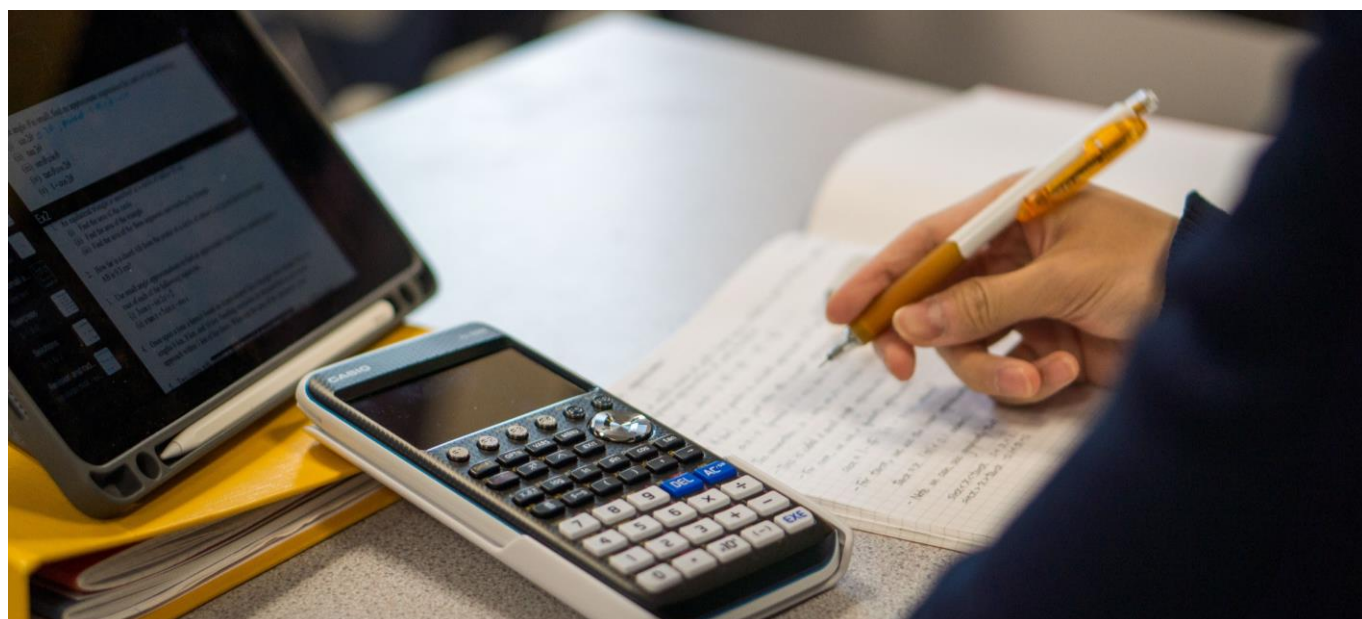
Where pupils are identified as needing learning support intervention the department liaises closely with pupil, tutor, teachers and Hsm (Housemaster/mistress) to ensure that appropriate strategies are in place; an individual education plan is drawn up and disseminated to the pupils' teachers.

Pupils are screened using the Lucid EXACT (Examination Access Test). This is a suite of computerised tests designed for the assessment of literacy skills in the age range 11 to 24 years. The Lucid Exact suite comprises standardised tests of the following areas of attainment:

- Word recognition
- Reading comprehension and reading speed
- Spelling
- Writing to dictation: Typing speed and handwriting speed

As pupils approach public examinations, additional support covering study skills – including revision and examination techniques – is offered. The College also offers an innovative IPAP (Improving Personal Academic Performance) scheme which delivers short-term one-to-one support, at no extra charge, to any pupil in the College needing to improve their study skills. This links closely with the College's aim of 'Pursuit of excellence' and take up in the 6th form has been particularly encouraging.

Lessons typically last 55 minutes and are divided into two parts: 25 minutes individually working with a LS teacher and 25 minutes on an independent task monitored by staff in the department. In the case of pupils studying for GCSE or A-level, the independent task may take the form of coursework or other examination related activity.



JOB DESCRIPTION

Job Title:	Higher Level Teaching Assistant (HLTA)
Responsible to:	The Head of Learning Enrichment (SENCo)
Job Summary:	To support pupils' learning by providing specialist assistance to pupils with identified learning needs. To assist the Head of Learning Enrichment in assessing, monitoring and evaluating the progress of pupils with learning needs.

Job Purpose

To complement teachers' delivery of the academic curriculum and contribute to the development of pupils, other staff and whole school strategies for the provision of learning enrichment and support.

To work independently and collaboratively with teaching staff including evaluating and adjusting provision in response to pupils' needs.

To provide support for pupils individually or in small groups in order to raise standards of achievement by utilising advanced levels of knowledge and skills when teaching, monitoring and assessing pupils with identified learning needs.

To encourage pupils to develop their confidence and independence as learners, to support their welfare and inclusion in all aspects of College life.

Responsibilities:

Support for pupils and their learning

- a) Plan, prepare and deliver learning to individuals, small groups and/or classes modifying and adapting activities to advance pupils learning
- b) Assess, record and report on pupils' development, progress and attainment, using this knowledge and understanding to extend pupils' learning
- c) Work collaboratively with staff and other relevant professionals, providing information about pupils as appropriate
- d) Understand specific learning needs using teaching and learning objectives to plan, evaluate and differentiate provision
- e) Assess the needs of pupils and use detailed knowledge and specialist skills to support and advance pupils' learning

JOB DESCRIPTION

- f) Establish positive relationships with pupils, implementing strategies to support them in the learning, following up and evaluating the impact of that support
- g) Plan and implement strategies to support pupils in their academic and social development to promote their wellbeing
- h) Provide support to pupils in specialist areas of learning for example pupils with learning, behavioural, communication, social, sensory or physical difficulties.
- i) To contribute to assessments of pupils, as directed by the class teacher or SENCo.
- j) To take an active role in assessing and analysing progress data as well as participating in pupil progress meetings and the creation of individual education plans (IEPs) or Education Health Care Plans (EHCPs) as appropriate
- k) To attend relevant weekly staff meetings and department meetings, whole school staff INSET and other professional development events as requested by the SENCo or Senior Management Team.
- l) Support the role of parents in pupils' learning and contribute to meetings with parents to provide constructive feedback on progress and achievement maintaining sensitivity and confidentiality at all times
- m) To assist in exam invigilation, facilitating approved access arrangements for internal and external examinations, including, for example, reading and scribing

General

- a) Support and promote the use of ICT in pupils' learning, developing their competence and independence in its use
- b) Mutually support and help monitor the quality and effectiveness of teaching in the Learning Enrichment department
- c) Contribute to the development of College policies and procedures
- d) Maintain a clean, safe and tidy learning environment
- e) To understand and apply College policies in relation to health and safety, welfare and safeguarding
- f) To take an active part in the College's appraisal process, taking personal responsibility for identification of opportunities for professional learning and growth in discussion with the SENCO
- g) To carry out any other relevant duties associated with the role as requested by the Headmaster or Senior Management Team

JOB DESCRIPTION

Safeguarding duties

- The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact will be to adhere to and ensure compliance with the School's Safeguarding and Child Protection Policy Statement and staff code of conduct at all times.
- The post holder will be engaging in regulated activity. There are particular safeguarding issues requiring attention for this post.
- The responsibility for pupil discipline, occasional one-to-one settings or trips/transport, and variety of situations require staff in this post to have a deep and wide understanding of safeguarding procedures. They have a broad view of pupil behaviours and should exercise vigilance regarding child protection issues.
- If in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the School they must report any concerns to the School's Designated Safeguarding Lead or, if they are the School's DSL, to the Headmaster and relevant agencies.

This job description may be altered to meet changing educational context at the discretion of the College.

PERSON SPECIFICATION

Applicants should be able to demonstrate the following

Attribute	Essential	Desirable
Qualifications	<ul style="list-style-type: none">• Degree in any relevant subject or TA / HLTA qualification• Good literacy and numeracy skills (minimum GCSE grade C or equivalent in maths and English).	<ul style="list-style-type: none">• QTS or QLTS• Specialist qualification in SEND• SpLD qualification in dyslexia e.g. Level 5 Certificate in Strategic Teaching Support for Dyslexia and Literacy• Certificate of Competence in Educational Testing (CCET)• Access arrangement qualification.
Experience	<ul style="list-style-type: none">• Experience as a Teaching Assistant in key stages 3 and 4• Familiarity with baseline skill / aptitude testing.	<ul style="list-style-type: none">• Experience supporting sixth form pupils• Experience as a Higher Level Teaching Assistant• Experience of working with outside agencies to support children.
Knowledge	<ul style="list-style-type: none">• Theory and practice providing effectively for the individual needs of children• Monitoring, assessment, recording and reporting of pupils' progress.	<ul style="list-style-type: none">• Understanding the statutory requirements of legislation regarding SEND• An understanding of working with learning plans and APDR cycles.
Skills	<ul style="list-style-type: none">• Excellent communication skills• Excellent administrative skills and keen eye for attention to detail• A high level of ICT competency• Tact and diplomacy• Ability to meet deadlines and work under pressure• An ability to motivate and encourage.	<ul style="list-style-type: none">• A commitment to lifelong learning and professional development.



INFORMATION

Higher Level Teaching Assistant



SALARY AND CONDITIONS

Salary: £18-£20k depending on experience and qualifications.

Hours of Work: Full time (37½ hours per week) normally to be worked between the hours of 8.30am and 6.00pm, during term time only.

Pension: After three months' service you may be automatically enrolled into the Eastbourne College WorkSave Pension Scheme (details are available from the HR Department), depending on your level of earnings, however you may also choose to opt into the pension scheme. The Charity will contribute 5% of your gross salary and you must also contribute 3%. You may choose to opt out of the pension scheme.

Holiday: Five weeks' annual leave plus Bank Holidays to be taken during College holidays.

Other benefits include:

- Life Assurance
- Employee Assistance Programme
- Lunch during normal working hours plus tea, coffee, fruit and biscuits
- Free use of Charity facilities including pool and gym
- Free tickets to College productions
- Easy public transport connections and free parking
- Stunning location.



SAFEGUARDING STATEMENT

Eastbourne College (Incorporated) is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The appointment is subject to an enhanced DBS check, pre-employment medical questionnaire and positive references.

The post is exempt from the Rehabilitation of Offenders Act 1974 and the Charity is therefore permitted to ask job applicants to declare all convictions and cautions (including those which are "spent" unless they are "protected" under the DBS filtering rules) in order to assess their suitability to work with children.



EQUALITY STATEMENT

Eastbourne College (Incorporated) welcomes applications from all sectors of the community as we aspire to attract staff that match the social and cultural diversity of our pupil intake. We consider the most important factor to be the right skills, abilities and attitude for the job which will ultimately improve the wellbeing and education of the pupils.



HOW TO APPLY

To apply, please visit www.eastbourne-college.co.uk/contact/employment-opportunities/ and click the 'Apply Now' button.

An up-to-date CV and covering letter evidencing your suitability for the post may be uploaded with this online application form.

For further information, please contact Human Resources Department on email: hr@eastbourne-college.co.uk or tel: 01323 452300.

Closing date : noon on Friday 29 July 2022

Applications will be considered upon receipt, and we reserve the right to make an appointment before the closing date.



POSTSCRIPT

There are many attractions to working at Eastbourne College, not least its location on the south coast in the sunniest part of the country.

The College is situated in an attractive part of a peaceful town with easy access to shops, local amenities and the South Downs National Park and the beach. The railway station is close, with easy travel to Gatwick (one hour) and London (under 90 minutes). The beach and sea are a five-minute walk away and the South Downs (the newest National Park) are on our doorstep.

The College is a strikingly happy, cohesive and coherent community. We look forward to meeting you.

July 2022