



**Edmonton County School**

*Educating our Community for Success*

# Higher Level Teaching Assistant

## Scale 4-5

## Permanent / Full Time

Required: September 2023

### **Cambridge Campus**

Great Cambridge Road,  
Enfield EN1 1HQ

### **Bury Campus**

Little Bury Street,  
Edmonton,  
London, N9 9JZ

Tel: 020 8360 3158    Email: [ECSRecruitment@edact.org.uk](mailto:ECSRecruitment@edact.org.uk)

Head of School: Paul Miller

# About EdAct



**EdAct**

[www.edmontoncounty.co.uk](http://www.edmontoncounty.co.uk)

Our Trust comprises Edmonton County Secondary School (Bury and Cambridge Campuses), Lea Valley Academy, Edmonton County Primary School, and from September 2022 both Salmon's Brook School (Special) and the EdAct Therapy Centre.

Our Academies provide an education for children aged 4-18 in North London. We have been educating young people in this part of London since 1919 and throughout that time our approach has been epitomised by high standards and academic excellence, a tradition that continues today.

Our values of aspiration and achievement, personal responsibility, self-discipline and mutual respect are evident in all our work and result in young people who develop and grow as independent, resourceful and resilient individuals.

The Trust has set out the following vision for its work:

**E**xcellence in all we do

**D**eveloping a shared understanding of teaching and learning by sharing strengths and best practice

**A**mbitious and Accountable to our community for the better use of public funds so more resources are available to address the challenges we face

**C**reative in our approach to achieving the best for the children

**T**rusted by the community to provide a high-quality education and a great place to work

As a Trust we are committed to providing the best for the children in our schools but also to offer excellent professional development to our wonderful team of staff. If you join us you will enjoy excellent conditions of service and teach children who are keen to learn and succeed. The success of our Trust means that you will have great career prospects either within the Trust or beyond.

We look forward to hearing from you

**Dr Susan Tranter**

**Chief Executive**



## Edmonton County School

[www.edmontoncounty.co.uk](http://www.edmontoncounty.co.uk)

### Ofsted Report

Edmonton County School (ECS) is a 4-18 mixed, community, comprehensive school with a long history of providing a high-quality education to the communities of Enfield and Edmonton. Although we are a large organisation, with over 1800 students and around 250 staff making up our school community, our dual-campus structure means that the young people in our care have the experience of being in a caring and supportive environment that much smaller schools can offer.

ECS has a hard-working and high-calibre staff working as teachers and members of the wider workforce. Together, we share the aim that we are 'Educating our Community for Success'. The governors, staff and myself share a passionate commitment to meeting the varied individual needs of all our students, in order to ensure they leave ECS with the best possible academic qualifications. We want them to enjoy every aspect of their learning and we want them to develop as individuals, so that they leave us as confident and socially-responsible young people who are well equipped to contribute to society and enjoy success in whichever field they choose for themselves.

At Key Stage 4 (GCSE), the progress of our students is consistently good, whilst post-16 the progress of our students studying A Levels puts the school in the top 10% of Sixth Forms nationally. Whilst we continue to enjoy increasingly high standards of academic achievement, we are always ambitious to do even better and we are continually looking for ways to raise the level of achievement of our students.

Research has shown that strong partnerships between parents and school staff have a positive impact on a child's progress and helps them to feel good about school and their education. I have been teaching in north London schools for over 25 years and have been a senior school leader for over 15 years. I know that a successful school and happy children depend on all of us working together.

Working together also ensures that children are getting a consistent message about good behaviours. Our school is a calm, orderly place and we have high expectations regarding attendance, punctuality, attitudes towards learning, showing respect to members of the school community and the wearing of our uniform, both in school and in the local community.

I look forward to hearing from you.

**Paul Miller**

**Head of School**



<b>Post Title:</b>	<b>Higher Level Teaching Assistant</b>
<b>Grade:</b>	<b>Scale 4-5</b> <b>Actual Salary Range: £17,147 - £20,291 pa inc. (Scale 4-5)</b>
<b>Hours:</b>	<b>28 hours per week 39 weeks per annum (term time only)</b> <b>(working pattern to be agreed)</b>
<b>Responsible to:</b>	<b>Campus SENCOs and ultimately the Executive Headteacher and Head of School The Senior Cover Supervisor</b>
<b>Purpose of the Job:</b>	<b>To supervise classes during the short-term absence of the assigned teacher. To invigilate internal and external examinations.</b>

## Core Purpose of the Role

To work as part of a team within the school and to take a leading role in managing and delivering a tailored intervention program for underachieving pupils or students working below Age Related Expectations. To take responsibility for the assessment, planning, organisation and management of specific educational programmes as required. They will be required to assess, plan for and teach small groups of children with a specific focus such Social Skills and Communication.

## The specific tasks associated with the role of are:

- Provide day to day support, delivering 1:1, paired and small group teaching, using specific approaches tailored to the child.
- Support staff with observation and assessments of pupils and help to plan lessons by preparing materials and resources.
- Monitoring the impact of interventions.
- Working with key pupils to help develop their IEP and aspirations.
- Supporting pupils to develop life skills to help them thrive.
- Contribute to relevant referrals for individual pupils.
- Contribute to multi agency meetings.
- Cover lessons for short periods of absence.
- Any other duties as required.

You will need to be well organised, have good planning skills, an appreciation of health & safety in the workplace along with a commitment to safeguarding and promoting the welfare of children and young people. Above all, you will also need the physical and emotional resilience to work with young people who sometimes present with behaviours that challenge.

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## **Support the Pupil by:**

1. Planning, assessing and reporting for individuals or groups of children's intervention throughout the school day and to safeguard their health and safety at all times.
2. Working to establish a supportive relationship with students
3. Encouraging acceptance and inclusion of the child with specific learning difficulties.
4. To provide positive praise as appropriate to encourage learning.
5. Consistently involving students in learning, setting targets and sharing outcomes effectively.
6. To promote students' independent learning through the appropriate organisation of activities and resources.

## **Support the Teacher by:**

1. Monitoring individual student's needs and report this to the relevant staff as appropriate.
2. Keep records of the student's progress as required by the school
3. Assisting teaching staff in the planning of inclusive work programmes for individuals and groups of students.
4. Having high expectations of behaviour in the classroom and that are in line with school policies.
5. To undertake general whole/part class teaching duties planned jointly and recorded in advance by subject teachers
6. Helping to monitor students' progress; formally and informally assessing them in line with the school requirements.
7. Monitoring pupil's behaviour, and social development and consistently use school based systems for behavioural management.

## **To show whole-school commitment by:**

1. Being aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate.
2. Demonstrating a commitment to the full life of the school and to work with all other members of staff to ensure the success of whole school initiatives and assemblies, displays, staff meetings, parent consultations and other activities as they occur in the school year.
3. Demonstrating a commitment and implement all school policies and established practices.
4. Attend Inclusion panel meetings when required to contribute

## **Support the curriculum by:**

1. Directly delivering intervention ensuring that all pupils achieve.
2. Promoting respect for everyone, adults and students.
3. Delivering interventions with pace and passion.
4. To use a range of teaching strategies including whole class teaching, group teaching and individual teaching as most appropriate and efficiently.

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## Job Description: Resource Technician / Receptionist



### Support Colleagues by:

- To manage all support staff linked to intervention, and involve them in planning and classroom organisation and resources.
- To offer professional support and coaching to other teacher colleagues, support staff, students, etc.
- To induct members of staff into the daily classroom routines, i.e. teaching assistants, students, etc. and any other duties as required.

### To have personal effectiveness by:

- Self-evaluating teaching methods having regard for current educational practice and a whole school approach which supports students' learning at all times.
- Setting high standards of punctuality.
- Communicating effectively on a specified area of responsibility.
- Contributing positively to all staff meetings and opportunities for professional dialogue.
- Meeting deadlines

This job description may be amended at any time after consultation with you.

*All schools in Enfield are committed to safeguarding and promoting the welfare of children and young people. Therefore, all employees working at this school are expected to share this commitment.*

This person specification describes the skills, abilities and experience that we think are needed to do the job successfully. You should think about these carefully when writing the supporting statement part of your application form. We use the person specification as a benchmark against which we assess all candidates.

We will shortlist only those applicants who demonstrate in their application that they meet the criteria set out in the person specification. You should therefore make sure that your supporting statement demonstrates, how your previous experience, skills, qualifications and abilities match all those on the person specification.

You may find it helpful to list each of the person specification criteria as a separate heading and explain how you meet that criterion. When outlining your skills and abilities, try to give examples of your successes and achievements. Simply saying 'I have an understanding of...' is not enough.

CRITERIA	ESSENTIAL COMPETENCIES	HOW IDENTIFIED
Experience	<p>The right candidate will have:</p> <ul style="list-style-type: none"> <li>• Good GCSEs in English and Maths as a minimum.</li> <li>• HLTA status or other qualification equivalent or higher</li> <li>• Experience of supporting children with specific learning difficulties and a variety of SEND.</li> <li>• Experience of facilitating and delivering interventions, small group sessions and 1:1 sessions.</li> <li>• The ability/willingness to support across a variety of subjects.</li> <li>• Strong and consistent classroom and behaviour management skills and the ability to work with pupils with a wide range of needs.</li> <li>• Emotional resilience and be motivated by challenge.</li> <li>• The desire to progress professionally</li> <li>• The desire to be engaged in all aspects of school life from the academic to the pastoral.</li> <li>• A passion to make a real difference to the education and lives of young people.</li> <li>• A drive to facilitate progress and growth through the building and modelling of positive and supportive relationships.</li> <li>• The ability to be reflective, dynamic and creative in their practice and a willing to work within the ethos of the school.</li> <li>• Recent experience of working in mainstream education</li> <li>• Recent experience of working in SEN education</li> </ul>	Application form
Qualifications/ Knowledge	<ul style="list-style-type: none"> <li>• HLTA status or other qualification equivalent or higher</li> <li>• Demonstrable levels of numeracy and literacy equivalent to GCSE (Grades A*-C)</li> <li>• Have an understanding of different learning styles</li> <li>• Demonstrable ability to adapt teaching resources for students with learning difficulties</li> </ul>	Application form Interview References



<b>Skills / abilities</b>	<ul style="list-style-type: none"> <li>• Excellent practitioner</li> <li>• Demonstrable ability to be adaptable and solve problems</li> <li>• Show a willingness to learn, acquire and apply new knowledge and skills</li> <li>• Good interpersonal skills; the ability to liaise with outside organisations and agencies, students, parents and staff at all levels.</li> <li>• Good communication skills - both written and oral</li> <li>• Evidence of ongoing CPD</li> </ul>	Application form Interview References
<b>Commitment</b>	<ul style="list-style-type: none"> <li>• To practise equal opportunities in employment and service provision</li> <li>• To maintain a personal commitment to professional development, linked to the competencies necessary to deliver the requirements of this post</li> <li>• To maintain consistently high standards and expectations in all aspects of the job</li> </ul>	Application form Interview
<b>Personal</b>	<ul style="list-style-type: none"> <li>• Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit</li> <li>• Ability to work independently and as part of a team. Sensitivity to the needs of others</li> <li>• Openness and willingness to address and discuss relevant issues</li> </ul>	Interview

# How to apply

You can apply online by completing the application form:

[www.edmontoncounty.co.uk/trust/vacancies/careers/current-vacancies/](http://www.edmontoncounty.co.uk/trust/vacancies/careers/current-vacancies/)

We look forward to hearing from you.



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Head of School Paul Miller