



SHEFFIELD INCLUSION CENTRE

Building Brighter Futures

RECRUITMENT PACK

Job Role: **Higher Level Teaching Assistant**

Website: www.inclusion.sheffield.sch.uk

March 2024

Dear Applicant

The Sheffield Inclusion Centre is on the up! We have just received a good rating from Ofsted <https://files.ofsted.gov.uk/v1/file/50238878> which is the result of a lot of hard work by staff and pupils. Our pupils, despite being permanently excluded, are our strength and it is a pleasure to work with them and their families to support learning. Please come and visit us to see for yourself our amazing children and staff.

Thank you for your interest in the position of Higher-Level Teaching Assistant at Sheffield Inclusion Centre. We are the primary and secondary pupil referral unit for the city of Sheffield and so our pupils have presented needs, challenges and behaviours in other educational settings that has led to, or put them at risk of, permanent exclusion.

Our pupils are as entitled to reach their potential as much as any other young person in any other school and so we believe that working in our pupil referral unit gives you that opportunity to make a genuine and life-long difference to those that need it the most (and, sometimes, want it the least).

It is genuinely an exciting time to join Sheffield Inclusion Centre.

The successful candidate will entirely share our commitment and dedication to our young people, no matter what behaviours and challenges are faced day to day.

We believe that our school is the most important in the city as it could be that last opportunity for a young person to realign expectations and gain a higher aspiration for life. We will not pretend that this is not challenging place to work but it is also one of the most rewarding and professionally fulfilling. We look forward to receiving and reading your application.

Tuesday Rhodes
Headteacher

About the school

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We are the most important school in Sheffield with some of the most vulnerable and at the same time vibrant children in the city. Many of our children have unsettled home lives and mental health difficulties. Therefore, it is important to role model behaviour and always show children unconditional positive regard.

Everything we do is based on relationships and building trust.

Our children have not had the best start to their young lives in education so we need to help them become ready to learn and then to accelerate their learning, so we provide a brighter future with improved life chances.

We achieve this with a range of personalised learning pathways and by surrounding the young person with a team who care and believe in them. The team is made up of teachers, mentors, teaching assistants, therapists, youth workers, youth offending workers, transition coaches, etc. We are fortunate enough to be supported by a range of external agencies from the LA, the NHS and social care.

All our children have been permanently excluded from mainstream school. Some children are reintegrated back to mainstream. Young people come to us with unmet Special Educational Needs and in some cases a full assessment of need is carried out resulting in an Education, Health and Care Plan (EHCP). In some cases, these young people may be better placed at a Special School and again we will ensure we support that transition.

Across Sheffield we have 8 smaller campuses, please reference the website for locations. We also have four prevention bases that aim to prevent permanent exclusions.

Teaching & Learning

Excellent Teaching and Learning is at the heart of unlocking a child's potential, placing them firmly on the path to future success and brighter futures, whilst nurturing and supporting their wider development.

At the Sheffield Inclusion Centre our teaching and learning model is based on supporting our children to know more and remember more.

Each lesson builds in opportunities to check previous learning, deliver new content, model and support independent practice.

Reading plays a crucial part in our lessons and our children are supported and challenged to become familiar with new subject specific vocabulary.

Curriculum

We know when our children start with us they will have many gaps in their learning. This will be for a number of reasons. As educators our job is to quickly work out where the gaps exist and plug them, all the time building confidence and a sense of success they may not have experienced before.

It is vital that we have high expectations for our children so we give them the best start in life, tooled up with skills and knowledge ready for their next phase of learning.

Every minute at school should be seen as an opportunity to help the child to make progress whether it be academically or socially and emotionally.

The curriculum offered at the centre is personalised in order to meet the individual needs of each pupil.

Our single purpose is based on these values:

- Everyone deserves a fresh start
- Everyone wants more success when they start to feel success
- Everyone functions and learns better when they feel safe and there are routines
- Everyone needs others to believe in them and care for them and respect them
- Everyone needs support to alter their behaviours and mindset
- Everyone needs to know about the opportunities in order to take them
- Everyone learns differently and at a different pace.

About the Role

- Job Title:** Higher Level Teaching Assistant
- Contract:** Temporary post
- Salary:** Grade 6 from £30 825 pro rata
Term Time only 39 weeks – Actual salary £26 479
37 hours per week
- Start Date:** ASAP
- Closing date:** Until position filled

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We are looking to appoint a Higher-Level Teaching Assistant with the flexibility to work across all phases of the centre if required and we would welcome applicants from all educational sectors: primary, secondary, specialist or PRU/alternative provisions. This position presents a genuine opportunity for a HLTA with a proven track record in a particular phase to expand their skills and experience across wider fields of education. If you are considering a move from mainstream education we offer a full professional development package to further develop skills, for example in enhanced behaviour management techniques through Team Teach.

If you feel that you have the dedication, resilience and understanding of the needs of our pupils we would welcome your application.

We are looking for a HLTA who can:

- Teach English Maths and Science to small groups.
- Help deliver a curriculum with a strong focus on pupil engagement and creativity.
- Show dedication and patience in working with pupils with behavioural, emotional and social difficulties.
- Rise to the physical and emotional challenges of teaching pupils who are disaffected with education.
- Help our pupils make progress in all subjects.
- Show commitment to understanding and improving the life circumstances of all our pupils.
- Be an excellent team player.
- Deliver outstanding provision.
- Have high aspirations for all of our pupils.

Experience working with young people with emotional, social and behavioural difficulties is an advantage but by no means essential as full training will be given.

The successful candidate will entirely share our commitment and dedication to our young people. No matter what behaviours and challenges are faced day to day, you will remain resilient and ambitious for our pupils and will take every opportunity to celebrate success. The education and support we provide is personalised, dynamic and ever-changing. You will

have excellent communication and interpersonal skills and be able to both lead and participate in effective teams.

Applications packs are available from www.inclusion.sheffield.sch.uk – Vacancies page or www.sheffield.gov.uk - Jobs

Please return your completed application form to Debra Blackburn by email enquiries@inclusion.sheffield.sch.uk

Please note if you have not been invited to attend interview by 6 November you have not been successful on this occasion.

We are committed to safeguarding and promoting the welfare and safety of children and vulnerable adults and expect all staff to share this commitment. All successful candidates will be required to complete an Enhanced Disclosure and Barring Service Check.

We value our diverse workforce and aim to work together to make the most of our differences. We welcome applications from everyone. Under the Disability Confident Scheme, disabled applicants, who meet the essential criteria of this job, are guaranteed an interview.

Job Description	
Job Title:	Higher Level Teaching Assistant
Grade:	6 (inclusive of JWCs) Special School
Responsible to:	Line Manager as defined in staffing structure
Purpose of job:	<p>Working within an agreed framework of supervision to complement the professional work of teachers by taking responsibility for agreed learning activities, including planning, preparation and delivery. These activities can be for individuals/groups or whole classes on a short-term basis including monitoring and assessment, recording and reporting on pupil achievement, progress and development</p> <p>Responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training</p>
Main Duties and Responsibilities:	<p>The postholder must at all times carry out his/her duties and responsibilities within the spirit of City Council and School Policies and within the framework of the Education Act 2002, and School Standards and Framework Act 1998 with particular regard to the statutory responsibilities of the Governing Bodies of Schools.</p> <p>Main Duties and Responsibilities</p> <p>SUPPORT FOR PUPILS</p> <ol style="list-style-type: none"> 1. Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning. 2. Establish productive working relationships with pupils, acting as a role model and setting high expectations. 3. Develop and implement Individual Education Plans. 4. Promote the inclusion and acceptance of all pupils within the classroom. 5. Support pupils consistently whilst recognising and responding to their individual needs. 6. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities. 7. Promote independence and employ strategies to recognise and reward achievement of self-reliance. 8. Provide feedback to pupils in relation to progress and achievement. <p>SUPPORT FOR THE TEACHER</p> <ol style="list-style-type: none"> 9. Organise and manage appropriate learning environment and resources. 10. Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.

11. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
12. Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
13. Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
14. Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence.
15. Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
16. Administer and assess/mark tests and invigilate exams/tests.
17. Production of lesson plans, worksheet, plans etc.

SUPPORT FOR THE CURRICULUM

18. Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
19. Deliver local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
20. Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
21. Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
22. Advise on appropriate deployment and use of specialist aid/resources/equipment.

SUPPORT FOR THE SCHOOL

23. 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.
24. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
25. Contribute to the overall ethos/work/aims of the school.
26. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
27. Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.

28. Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
29. Deliver out of school learning activities within guidelines established by the school.
30. Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.

LINE MANAGEMENT RESPONSIBILITIES WHERE APPROPRIATE

31. Manage other teaching assistants.
32. Liaise between managers/teaching staff and teaching assistants.
33. Hold regular team meetings with managed staff.
34. Represent teaching assistants at teaching staff/management/other appropriate meetings.
35. Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants.

Any other duties and responsibilities appropriate to the grade and role

All the above duties and responsibilities to be carried out in accordance with Sheffield City Council's Policies, Standing Orders and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety.

PERSON SPECIFICATION

Minimum Essential Requirements	Method of Assessment
Skills/Knowledge	<i>(Interview, Application form, References)</i>
Can relate positively with pupils vulnerable to exclusion whatever their abilities and aptitudes	I,R
The ability to engage constructively with and relate to, a wide range of children and their families/carers with different ethnic and social background	A,I,R
The ability to work effectively with senior management, teaching staff and support staff	I,R
Working with other professionals, the ability to assess and review children and family circumstances and plan appropriate responses, drawing on in-school and external advice and expertise where necessary	A,I,R
Plan and deliver regular group work sessions.	A,I,R
Can maintain trust and confidentiality where appropriate	I,R
Ability to work effectively as part of a multi-disciplinary team	A,I,R
Can form partnership with parents and carers	A,I,R
Ability to draw on a wide range of support, information, opportunities and guidance	I,R
Knowledge of, and ability to work effectively and network with, a wide range of supporting services in both the public and private sectors	I,R
Ability to see the mentoring role as an activity designed to achieve the goals in the learning action plan	I,R
Ability to evaluate interventions and produce reports and strategies to re-engage pupils and to move them on in their learning	A,I,R
Competence in the skills of networking, counselling, facilitating and developing others	A,I,R

Ability to identify potential barriers to learning and jointly engage in strategies to overcome these barriers specifically for pupils vulnerable to exclusion	A,I,R
Good understanding of what is meant by creativity and activities which promote it	A,I,R
Has a good understanding of the needs of pupils vulnerable to exclusion including learning, social and emotional	A,I,R
Experience/Qualifications/Training etc. (if any)	
Experience of working with children experiencing social emotional and behavioural difficulties	A,I
Experience of multi-disciplinary working in an educational setting	A,I,R
Experience of effective re engagement of vulnerable pupils	A,I,R
Current child protection training or a commitment to training.	A,I
Experience of Healthy Schools developments.	A,I
Be willing to undertake essential training including Team Teach	A,I
Work Related Circumstances (including Working Conditions)	
Can maintain personal presentation that sets high standards for the pupils	A,I
Can work within the spirit of the City Council and School Policies relating to Equal Opportunities, Child Protection, Health & Safety, finance, smoking etc.	A,I
To carry out home visits, as required, liaising with PRU staff, pupils and their families/carers	A,I
Ability to travel across the City, as required	A, I

Thank you for your interest

