



# Grove House School

*Candidate Information Pack*

*Higher Level Teaching Assistant - Therapy*

**Supporting Excellence**

[admin@grovehouse.essex.sch.uk](mailto:admin@grovehouse.essex.sch.uk) | [grovehouseschool.co.uk](http://grovehouseschool.co.uk)

# Headteacher's Letter

## Grove House School

Sawyers Hall Lane, Brentwood, Essex, CM15 9DA

Headteacher: Miss L Christodoulides, BA Hons

Telephone: 01277 361498

Email: [admin@grovehouse.essex.sch.uk](mailto:admin@grovehouse.essex.sch.uk)



Dear Applicant

Thank you for your interest in Grove House School. I would like to take this opportunity to tell you a little more about us. We are growing special school that opened in September 2015. We currently have just under 60 pupils on roll across years 4-9 with an anticipated maximum roll of 80 in the academic year 2017/2018. At capacity we will be 105 pupils. Our school will ultimately cover the 8-19 age range. All of our pupils have statements of SEN or an EHCP and most have come to us from mainstream settings and alternative provision. Our pupils' priority needs will be around speech, language and communication although many will have associated difficulties such as attention management issues, moderate learning difficulties and social and emotional needs.

Our school site has undergone huge change. We started in September 2015 in a refurbished small block with 3 large classrooms and a good sized fourth room for our opening year. We have now taken over our main large building that has specialist therapy rooms, specialist art, music and ICT rooms and a large hall with stage in addition to a number of non-specialist classrooms. Additionally we have a new build on the site which we are currently using as our growing primary base.

This is such an exciting time for us – every aspect of our new school is evolving at a rapid rate. The chance to be a part of this growth phase in our provision is a rare opportunity. I do urge you to come and visit, look around our site and meet the pupils and our staff team.

We have a highly skilled and dedicated board of trustees, some of whom were the proposers of the free school. They have supported us way beyond expectations and continue to be a valuable asset to the school.

I very much hope the post is of interest to you – please do contact us for further discussion and to arrange a visit.

Kind regards

*Lisa Christodoulides*

# Job Description



<b>Reports to:</b>	Headteacher
<b>Responsible for:</b>	Learning Support Assistants
<b>Liaison with:</b>	Teaching staff, support staff, Headteacher, Deputy Headteacher, pupils, parents & carers
<b>Grade:</b>	Band 3 (Whole Range 21-25)

## Job Purpose

Working with the Therapy team, to assist in planning and implementing therapy programmes for families and pupils with SLCN. To work with teachers as part of a professional team to support learning activities for classes. The primary focus will be to work under the professional direction of members of the therapy team.

Level 1 HLTAs will be expected to progress pupils' learning and to assess, record and report on development, progress and attainment as agreed with the teacher.

## Principal Accountabilities

- Assist the therapy team in planning and implementing therapy programmes
- Assist the teacher to plan challenging teaching and learning objectives
- Use detailed knowledge and specialist skills to support and progress pupils' learning
- Deliver agreed learning and therapy activities to pupils, adjusting activities according to pupil responses/needs
- Lead class in absence of a teacher

## Duties

### Support for the Class Teachers/Therapists

- Organise and manage an appropriate learning/therapy environment
- Monitor and evaluate pupil responses to learning/therapy activities through a range of assessment and monitoring strategies against pre-determined objectives
- Provide objective and accurate feedback and reports to teachers/therapists
- Record progress and achievement in lessons/therapy activities systematically and provide evidence of range and level of progress and attainment
- Establish a clear framework for discipline in line with established policy, anticipate and manage behaviour constructively, promoting self-control and independence
- Support the role of parents in pupils' learning and therapy, and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Carry out group and individual session independently.
- Assist the therapy team in making appropriate referrals.

- **Support for Pupils**

- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the school environment
- 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 Curriculum**

- Use ICT effectively to support learning/therapy activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to deliver learning/therapy activities, taking account of pupils' interests and language and cultural backgrounds

### **General**

- Comply with policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of 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/therapy team, to support achievement and progress of pupils
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy

**The SEAX Trust and Local Academy Committee are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share in this commitment.**

The duties above are neither exclusive nor exhaustive and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

# Person Specification



Requirement	Detail
Qualification and experience	<ul style="list-style-type: none"><li>• Successful experience of working with children and families, particularly those with SLCN needs</li><li>• Educated to NVQ Level 3 in learning support/early years or equivalent qualification/experience</li><li>• An ability to meet Higher Level Teaching Assistant standards</li><li>• Experience of working in HLTA role or similar</li><li>• Basic knowledge of First Aid</li><li>• An understanding of classroom roles and responsibilities and your own position within these</li><li>• Good standard of secondary education</li><li>• Full working knowledge of ICT to support learning</li></ul>
Communication	<ul style="list-style-type: none"><li>• Good verbal, non-verbal and written communication skills</li><li>• Ability to write detailed reports, letters etc</li><li>• Ability to use clear language to communicate information unambiguously</li><li>• Ability to listen effectively</li><li>• Specialist language/communication skills if appropriate</li></ul>
Working with children	<ul style="list-style-type: none"><li>• Ability to demonstrate effective implementation of the school's behaviour management policy and strategies which contribute to a purposeful learning environment</li><li>• Successful completion of training to support SEN if appropriate</li><li>• Working knowledge and experience of implementing national curriculum and other relevant learning programmes</li><li>• Good working knowledge of specialist curriculum area(s) if appropriate</li><li>• Understanding of statutory frameworks relating to teaching</li><li>• Detailed understanding of child development and learning processes</li><li>• Ability to assess and record progress and performance and recommend appropriate strategies to support development</li><li>• Motivate, inspire and have high expectations of pupils</li><li>• Understand and support the importance of physical and emotional wellbeing</li></ul>

Working with others	<ul style="list-style-type: none"> <li>• Ability to work under the direction of regular therapists.</li> <li>• Ability to make a proactive contribution to the work of the team supporting children, their families and carers through thinking, planning etc</li> <li>• Ability to work with parents and carers to improve support for children</li> <li>• Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults</li> <li>• Ability to work effectively with a range of adults</li> <li>• Contribute to the development and implementation of effective systems to share information</li> </ul>
Responsibilities	<ul style="list-style-type: none"> <li>• Good organisational skills</li> <li>• Ability to remain calm under pressure</li> <li>• To be flexible</li> <li>• Follow instructions accurately</li> <li>• Use own initiative and work independently</li> <li>• Ability to manage and support the work of others</li> <li>• Ability to manage own time effectively</li> <li>• Ability to adapt quickly and effectively to changing circumstances, situations</li> <li>• Demonstrate creativity and an ability to resolve problems independently</li> </ul>
General	<ul style="list-style-type: none"> <li>• Previous HTLA experience desirable</li> <li>• Awareness of and promotion of equality</li> <li>• Good understanding of Health &amp; Safety</li> <li>• Good understanding and effective implementation of child protection procedures</li> <li>• Understand procedures and legislation relating to confidentiality</li> <li>• Demonstrate a clear commitment to develop and learn in the role</li> <li>• Constantly improve own practice/knowledge through self-evaluation and learning from others</li> </ul>
The Application Form, Interview and References will be used as sources of evidence.	