



Higher Level Teaching Assistant

Candidate Pack

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Dear Applicant

Higher Level Teaching Assistant

The Beacon Folkestone is a 3-19 special school for students with Profound, Severe and Complex needs. The school has approximately 380 pupils on roll who come from a wide catchment area, mainly across the South and East of the County. In April 2021, we opened a new Early Years/Key Stage 1 provision in Walmer, with exciting plans for the development of the satellite to take 248 3-19-year-old pupils.

Students at The Beacon are committed to their learning, are enthusiastic and keen to do well and have very supportive parents/carers. Attitudes to learning in lessons and around the school are very good, allowing students to make good and outstanding progress. Although we are a large special school, we pride ourselves on developing positive relationships with all stakeholders and have developed smaller zones with shared resources, heart spaces and identities which allows pupils and staff to develop an ownership and sense of belonging.

We have an engaged staff team who know and support each other well. Professional development of staff is taken seriously and a range of opportunities are offered, both internally and externally, in order to ensure we recruit, retain and develop outstanding staff for the school. We have built a strong coaching and peer support culture and all staff engage in reflective professional dialogues throughout the year through our Achieving Excellence Framework. The wellbeing of students, staff and parents/carers is paramount and the school is very proud of the various forums which contribute to improving the provision.

As part of a cooperative trust of all 26 special schools across the county, we have a strong collaborative network of support and the successful post holder will be expected to utilise these networks to develop the school's contribution to system leadership across the landscape of SEND in Kent.

The school's most recent Ofsted inspection in February 2019 graded the school as 'Outstanding', building upon the 'Outstanding' judgements achieved by the two previous schools, that merged to form The Beacon in September 2016. However, this school doesn't operate to achieve an Ofsted grading. We have a firm belief that we will continue our quest for collective excellence by supporting our staff and trusting them to be innovative to create exciting educational opportunities whilst developing a culture of high expectations of ourselves and each other.

For more information, to arrange a call or a visit to the school, please email hr@thebeacon.kent.sch.uk or contact Katie Lonergan, HR Manager on 01303 847555.

Yours faithfully

A handwritten signature in black ink, appearing to read 'A Young', written in a cursive style.

Ady Young
Headteacher

About The School



The Beacon is a modern, rapidly growing all age special education needs school catering for 354 pupils, aged between 3 and 19 years, with Profound Severe and Complex learning needs.

The school is a brand new purpose built centre of excellence for learning, with outstanding facilities including hydro pool, hi-tech sensory rooms, soft play areas, state of the art PE hall, specialist subject rooms, sensory garden, grassed amphitheatre, cycle track and life skills house. The Beacon is a mixed special school with 380 pupils aged between 3 and 19.



We cater for students with profound and severe needs together with children experiencing moderate and complex learning needs arising out of a combination of needs in addition to cognition and learning. Pupils have one or more additional special needs including speech and language; social, emotional and behaviour difficulties and autistic spectrum disorders in addition to their cognition difficulties. Class sizes average 10 pupils in the primary department and 12 pupils at secondary level. Classes are supported with teaching assistants.



Local Area



Folkestone is a port town on the English Channel, in Kent south-east England. The town lies on the southern edge of the North Downs and was an important harbour and shipping port for most of the 19th and 20th century.

The town is located at the eastern end of the M20 which provides fast access to Ashford, Maidstone, London and also to the M25. The High Speed Rail Link HS1, previously known as the Channel Tunnel Rail Link, is a commuter service from Dover that calls at Folkestone and then using the South Eastern Main Line travels through Ashford International. The services join HS1 for the journey to Ebbsfleet, Stratford and London St Pancras. The journey time via this route from Folkestone West takes as little as 52 minutes to reach London.

Folkestone enjoys views of the surrounding countryside and the coast of France, a mere 24 miles (39 km) away. The cliffs are a magnet for passing migrating birds. There are two major long distance public footpaths through the town.

Folkestone is also home to The Lees Cliff Hall which is a Theatre and Concert venue and there is a thriving Creative Quarter in the heart of Folkestone old town where you can find diverse shops, cafes and creative businesses.

How To Apply



Applications will only be accepted from candidates completing the appropriate application form on the Kent-Teach website. All sections of the form must be completed as fully as possible. Before applying for this vacancy please ensure you have read all the relevant documents contained in this site.

Please only enclose a CV if it contains additional, relevant information that is not included on your application form. A CV will not be accepted in place of a completed application form. Please limit any additional material to two single sides of A4 paper, typed in black for photocopying purposes.

We value diversity in our workforce – fair treatment for all is vital to the quality of services to the public. Kent County Council has an **equality policy** to ensure that all groups and individuals within the community are given full opportunity to benefit from the services and jobs we provide.

If you have any difficulties uploading your application form please contact Kent-Teach on 03000 410203 or email **kent.teach@kent.gov.uk**. Please note that applications should not be sent directly to the school.

The Shortlisting and Interview Process

After the closing date for this post a panel will conduct the shortlisting process. Whether or not you are selected for interview will be determined solely on the information provided in your application form. It is very important that the form you return to us contains the information that the selectors want and the information that you want to give us. Please ensure that you fully read the Job Description and Person Specification prior to completing your form.

If you apply for this post and are shortlisted, any discrepancies or anomalies in the information you provide, and any relevant issues arising from your references will be taken up at interview. All candidates will be notified of the result of their application after the shortlisting stage. If you are shortlisted we will write to your referees, and references will be considered at the interview stage.

All candidates who are invited to interview must bring the following original documents:

- Original document to verify right to work in the UK
- Original documents of identity that will satisfy DBS requirements
- Proof of current address
- Where appropriate any documentation evidencing change of name
- Relevant certificates or qualifications

All posts are subject to a satisfactory Disclosure and Barring Service Check, satisfactory pre-employment health clearance, receipt of two satisfactory references and verification of your entitlement to work within the UK. Please note, copies of teaching certificates or any further professional qualifications will need to be provided at interview stage. In addition, teaching roles are subject to a check against the Teacher Service Register for any teaching prohibition or restriction orders.

Job Description

JOB TITLE: Higher Level Teaching Assistant

SCALE: Kent Range 6

RESPONSIBILITY TO: Assistant Headteacher

RESPONSIBILITIES AND DUTIES

The Primary focus of the post will be to work under the professional direction of teachers within a zone as part of the professional team to support learning activities for pupils. Within an agreed system of supervision, the HLTA would plan and deliver specified learning activities to individuals, small groups and/or classes set by or with teachers and/or support pupils undertaking lessons delivered via distance learning or computer aided techniques.

The post holder will be expected to progress pupils' learning and to assess, record and report on development, progress and attainment as agreed with the teacher.

Principal Duties and Responsibilities:

1. Assume HLTA responsibilities as directed by the Assistant Headteachers and meet the HLTA Standards.
2. Organise and manage an appropriate learning environment using teaching and learning objectives to plan challenging lessons/work plans as appropriate, under agreed systems of supervision, to ensure pupils development, progress and attainment.
3. To work in collaboration with teachers to plan, deliver and assess lessons for PPA cover within the identified zone (or other zones).
4. Deliver learning activities to pupils, adjusting activities according to pupils' needs and selecting/preparing necessary resources to lead learning activities, providing feedback in order to support pupils' learning.
5. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives, providing feedback and reports to teachers in order to provide evidence of the range and level of progress and attainment.
6. To work collaboratively with class teachers, colleagues and professionals and carry out programmes that have been set for individual pupils.
7. Be flexibly deployed according to the changing needs of the pupils and school
8. Support the class teacher by organising and maintaining a stimulating environment, appropriate learning experiences and taking care of the physical needs and welfare of the pupils.
9. Support the class teacher through joint planning, preparation, delivery, recording and evaluation of pupils' progress and assisting with administrative tasks.
10. Support the role of parents in pupils' learning and lead meeting with parents to provide

constructive feedback on pupils' progress to ensure pupils achieve their best results.

11. To work in line with established policies to anticipate and manage behaviour in order to promote pupils' self-control and independence to ensure good behaviour and respect for others is maintained.
12. Use detailed knowledge and specialist skills to support pupils' learning, establishing productive working relationships, promoting inclusion and working to support pupils consistently whilst recognising and responding to individual needs.
13. Understand and comply with policies and procedures relating to child protection, equal opportunities, health, safety, security, confidentiality and data protection, reporting concerns to an appropriate person in order to maintain a safe and secure learning environment.
14. Contribute to the overall work/aims of the school and, in liaison with the teacher, establish constructive relationships and communicate with other agencies/professionals, in order to support the achievement and progress of pupils.
15. Participate in training and other learning activities as required and attend relevant meetings to ensure own continuing professional development.
16. Act as a role model for all staff in terms of both practice and the ethos and philosophy of the school in the support of our Core Values
17. To be responsible for promoting and safeguarding the welfare of children and young people within the school.
18. Any other responsibilities deemed appropriate to the role and pay grade, as directed by the Assistant Headteacher.

n.b Support staff in schools make a strong contribution to pupils' learning and achievement. Teachers' professional training, knowledge and experience enable them to take overall responsibility for pupils' learning. They are not, however, required to take sole responsibility for every aspect of each lesson that is taught. The HLTA's provide support to teachers and schools allowing qualified teachers to make even more effective use of their time, professional knowledge, skills and understanding. HLTA's contribute to pupils' learning and will have a significant impact on pupils' achievement.

Person Specification

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

	CRITERIA
QUALIFICATIONS	<ul style="list-style-type: none"> • Have qualifications in Maths/numeracy and English/literacy equivalent to at least NVQ3/ Grade C or willing to work towards – Essential • HLTA Qualified - Desirable
EXPERIENCE	<ul style="list-style-type: none"> • Meet Higher Level Teaching Assistant standards – see DfES/TTA document “Professional Standards for higher level teaching assistants” for further information - Essential • Successful relevant experience of working with children in a learning environment. – Essential • Successful relevant experience of working with primary ages pupils - Desirable • Successful relevant experience of working with SEN pupils – Desirable
SKILLS AND ABILITIES	<p>Essential:</p> <ul style="list-style-type: none"> • Developed skills for communicating with individual, groups and whole classes of pupils to promote learning, including assessing the impact of the communication on recipients and adjusting approach as necessary. • Be able to work effectively as part of a team and contribute to group planning etc. but also be able to work independently and on own initiative • Be able to work calmly under pressure with the ability to adapt quickly and effectively to changing circumstance/situations. • Must have excellent communications skills in order to build rapport with adults and children, both verbally and in writing to be able to inform, persuade, inspire and motivate pupils and provide feedback to other professionals and parents as required. • Ability to critically evaluate own performance. • Ability to work effectively with individual pupils, small groups and whole classes under the direction and supervision of a class teacher • Will be expected to work as part of the school team and contribute to plans to ensure the school meets its aims. • Able to contribute to, and demonstrate skills in, planning, monitoring, assessment and class management.
KNOWLEDGE	<ul style="list-style-type: none"> • Full working knowledge of relevant policies, codes of practice and legislation plus working knowledge and experience of implementing national curriculum and other relevant learning programmes – Essential • Good understanding of child development with the ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment – Essential