



HARROGATE
GRAMMAR SCHOOL
EXCELLENCE FOR ALL



Teaching & Learning Assistant Supporting Information

Our School

Harrogate Grammar School is a renowned state 11-18 mixed comprehensive school rich in history, dating back to 1903. With over 2000 students and 260 staff at our school, our reputation for excellence is widely recognised and we have an absolute commitment to ensuring that all our young people benefit from what the school has to offer. Every child really does matter and we work hard to encourage students to be the best that they can be.

We have a clear set of values and through living these on a daily basis, it makes our school a special place in which to learn.



In addition to our strong culture, we are committed to providing excellence through a curriculum – inside and outside of the classroom – that is both broad, balanced and well sequenced. A strong and effective partnership with parents underpins the work we do in school. Our absolute commitment to 'excellence for all' and our track record of impressive examination results at GCSE and A Level, makes us one of the highest performing comprehensive schools in the country.

High performing does not mean exclusive and we are very proud of the achievements of all our students, from those with complex needs on the SEN/D register to those that will be leaving us for top universities. We expect all staff to be committed to equality of opportunity and to be passionate about ensuring that at our school every child matters.

We want all our students to become kind, healthy, knowledgeable and productive individuals who go on and make a profound contribution to society. We are very proud of the outstanding progress our young people make from whatever their starting point.

Continued investment in the school site over recent years has provided us with some superb facilities whilst retaining the distinctive character and charm of our original buildings. Facilities include: a state-of-the-art multi-use lecture theatre/performance space, extensive playing fields including Astro-turf pitch, newly refurbished Science laboratory blocks and this year the start a school extension costing £1.6 million.



The Vacancy, Teaching and Learning Assistant

Overview

As a member of the Learning Support Faculty the Teaching and Learning Assistant will work directly with students under the direction of the class teacher or other staff assisting in the delivery of the national curriculum and other learning. They will work with both groups and individual students depending on the Teaching and Learning Assistant will support teaching and other staff by assisting in the delivery of the national curriculum and other learning processes, in direct contact with students. This will involve working with both groups and individual students depending on the planned learning or needs.

Learning Support Faculty

The Learning Support Faculty is highly regarded. The Faculty Leader, who is also the Special Educational Needs Co-ordinator (SENCO), is responsible for ensuring that 'additional needs' are identified as early as possible so that appropriate assessment, advice and provision can be implemented without delay. The impact of any advice or intervention is carefully monitored and kept under review whilst the full involvement of young people and their families is at the heart of everything we do at every stage in the process. There is a diverse range of 'additional needs' found within the school.

The Faculty Leader is supported by a strong team of highly qualified specialist teachers and teaching and learning assistants (TLAs) whose experience and bespoke training enable them to deliver high quality and high impact support and intervention. This includes a behaviour specialist, trained counsellors, as well as specialists in dyslexia, dyspraxia and autistic spectrum condition. Every teaching assistant has a strong link with an academic faculty which allows them to develop expertise within subject areas. Also, TLAs are attached to pastoral year groups and are part of the House System, thereby ensuring that they are fully involved in all aspects of school life.

We work closely with our external professional partners from Education, Health and Social Care as well as consulting voluntary agencies and specialist charities such as the National Autistic Society. This collaborative, multi-agency approach ensures that our assessments, advice and interventions are well- informed by experts in each field.

There is a modern and welcoming Learning Support Base which consists of a suite of rooms, smaller tutorial areas and a specialist literacy area. At break and lunchtime we operate a 'safe haven', on a referral basis, for vulnerable students who may find unstructured time overwhelming or for those who need support with social interaction skills.

We are a vibrant, dynamic and forward-looking Faculty, committed to ensuring the success of our young people who have additional needs. Through carefully tailored and closely monitored provision, we aim to support and enhance the inspirational teaching and learning that is characteristic of the school in its quest to ensure 'excellence for all'.

SEND

Students with Special Educational Needs and/or disabilities (SEND) are highly valued at Harrogate Grammar School. Our aim is to empower our students and develop the confidence they need to create and manage a life of their choosing.

Research evidence tells us that young people with SEND do best in schools where expectations are high for all students. Our most recent tracking data illustrates that students at HGS who have SEND make excellent progress and achieve above expected levels at GCSE and A Level but there is no room for complacency. We constantly strive to do more to strengthen our capacity to respond to an increasingly diverse range of individual learning needs and to close the attainment gap.

The school is committed to the early identification of special educational needs so that action can be taken as quickly as possible. Support is based on a careful evaluation of individual need and our strategy is to develop breadth in provision that involves varied approaches to address pupils' specific needs.

Whilst the Co-ordinator of Learning Support is responsible for planning the range, type and intensity of actions that are taken to meet a child's needs, close partnership with parents is central to the process. The views and wishes of the student are taken into account wherever possible, depending on his/her age, maturity and understanding, and all provision is kept under regular review.

For most students, extra help will be provided within the classroom, managed by the subject teacher but drawing on information and advice provided by the Learning Support team. Our specialist teachers and highly qualified teaching and learning assistants are dedicated to working closely with subject teachers to unlock the potential of our most vulnerable learners.

Timetabled support is flexible to respond to the changing needs of individuals and groups of students and the majority of support offered is in class to enable students to continue to learn alongside their peers. Where extra help involves spending some time outside the ordinary classroom, it will still be in the context of the inclusive curriculum.

There is a learning support dimension to every aspect of school life and it is very important to us as a school to ensure that students with SEND are considered at every point in our planning.

Our Red Kite Learning Trust



As founding members of the Red Kite Learning Trust, the Trust provides a supportive structure for individual schools to work in partnership to share administrative functions, to gain economics of scale in purchasing and operational functions, and most importantly to help ensure all young people can achieve success.

The Trust was formed in 2015 with Harrogate Grammar School being one of the three founding schools; the others being Oatlands Junior School and Western Primary School in Harrogate. The aim is to work together to ensure Excellence for All. From 2016 - 2018, the Trust has welcomed more schools: in Harrogate, Rossett Acre Primary School and Coppice Valley Primary, and in Leeds: Crawshaw Academy, Temple Moor High School, Austhorpe Primary, Colton Primary, Whitkirk Primary, Templenewsam Halton, Temple Learning Academy and Meadowfield Primary.

We are seeing the benefits for young people by working more closely together, collaborating, gaining insight and expertise and sharing the specialist skills and knowledge at our school.

The success of our schools is dependent on the quality, talent and commitment of our staff, which is why we strive to recruit the people who share our values and vision.



Red Kite Alliance

The Red Kite Alliance is a partnership of secondary, special and primary schools, collaborating to help each other improve the outcomes for young people and ensuring all our young people have the opportunity to achieve their potential. This school-led approach brings benefits to all the schools involved and helps Harrogate Grammar School continue to develop and improve. Our students benefit from the Alliance's work as it impacts directly on the quality of teaching they receive.

As a Teaching School, we have a lead role in the Alliance and work with other schools to train and develop new teachers. Our Teaching School helps us to keep pace with national developments and places us at the very forefront of teaching practice. We deliver outstanding training for school staff within the Alliance, at every stage of their careers, including a full range of school leadership development opportunities.

Click here to read about our Teaching Hub status: [Teaching Hub](#).

Regional Maths and Computing Hubs

The work of our Teaching School has been further enhanced and extended with the addition of our Maths Hub, covering the Yorkshire Ridings region. The Hub is one of only 37 designated nationally. Harrogate Grammar School has also successfully been awarded official Computing Hub status, covering North Yorkshire, Leeds and Wakefield. Both Hubs have the aim of

developing and spreading excellent practice for the benefit of all students in primary and secondary schools.

Red Kite Teacher Training

Red Kite Teacher training offers school-based routes into teaching through a large partnership of primary, secondary and special schools based in and around Harrogate, Leeds and Skipton. We work with the University of Leeds also as a strategic partner, supporting our initial teacher training provision. Based at Harrogate Grammar School is School Centred Initial Teacher Training (SCITT) who annually have c. 120 primary and secondary trainees. SCITT is only one of the several different routes into teaching that we offer. We offer also an Assessment Only route for professionals already employed in a school and are a Regional Training Centre for the Future Teaching Scholars programme, a new and exciting route in to teaching for those entering their first year at University.

Further Information

For further information, please visit the following websites:

<http://www.harrogategrammar.co.uk>

<http://www.rklt.co.uk/>

<http://www.redkitealliance.co.uk>

<http://www.redkiteteachertraining.co.uk>

<http://www.yorkshireridingsmathshub.co.uk>

The Post Specification on the following pages describes the expectations for the role.



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Harrogate Grammar School, as part of the Red Kite Learning Trust, is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment.

Post Title: Teaching & Learning Assistant
Salary Grade: Band 5 £19,264 FTE
Pro-rata £14,332 actual based on 32.33 hours per week
Contract Type: Permanent
Working Hours: 32.33 hours per week, term time + training days
Responsible to: Faculty Leader Learning Support

General Description:

To support teaching and other staff in assisting the delivery of the national curriculum and other learning processes, in direct contact with students. The role will involve working with both groups and individual students under the direction of the class teacher and other appropriate staff.

Special Conditions of Service

No smoking policy, including e-cigarettes and vapour
Requirement to occasionally work outside of school hours and off school premises as required by the school.

| 1 | Duties |
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| 1.1 | Providing, with appropriate guidance and supervision limits, educational, emotional and physical support to students |
| 1.2 | Providing feedback, as requested, to teachers or other appropriate person to support the planning and evaluation of the learning process in respect of groups and individual students |
| 1.3 | Supervision of groups and individual students as required |
| 1.4 | To promote the inclusion and acceptance of all students within the classroom and in a withdrawal setting |
| 1.5 | Assist students to reintegrate back into mainstream lessons through close liaison with subject teachers |

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| 1.6 | To support students consistently whilst recognising and responding to their individual needs |
| 1.7 | To work with colleagues to establish an appropriate learning environment |
| 1.8 | To encourage students to interact and work co-operatively with others and engage all students in activities |
| 1.9 | Enable student learning via bespoke work, care and support programmes established through the guidance of the Faculty Leader who oversees alternative provision |
| 1.10 | Assist in the implementation of appropriate behaviour management strategies, in particular working within the school's Positive Achievement Policy |
| 1.11 | Ensure SMART targets are developed to track student progress |
| 1.12 | To establish productive working relationships with students, acting as a role model and setting high expectations |
| 1.13 | Where appropriate, to liaise sensitively and effectively with parents/carers within your role/responsibility and participate in feedback sessions/meetings with parents |
| 1.14 | Liaise closely with pastoral staff including form tutors and year managers |
| 1.15 | Work closely with the wider team of teaching and learning assistants |
| 1.16 | Assisting with supervision over some break times |
| 1.17 | Preparation of materials and resources to be used to improve outcomes for students, including clerical duties |
| 1.18 | Participate in relevant training as appropriate, including attendance at Faculty Meetings and other development opportunities |
| 1.19 | To be aware and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person |
| 1.20 | To be aware of and support differences and ensure all students have equal access to opportunities to learn and develop |
| 1.21 | Use a range of assessment tools to set a baseline for developing social and emotional skills of students |
| 1.22 | Use the school's SEMH framework 'Reach Programme' to ensure a consistent approach |
| 1.23 | Work collaboratively across the team of staff who contribute to alternative provision; |
| 1.24 | Attend "assess, plan, do, review" meetings and ensure accurate documentation/record keeping |
| 1.25 | To undertake supervision of students out of hours learning activities which fall within the remit and hours of the post |

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| 2 | General |
| 2.1 | Willingness to be involved in extra-curricular activities such as making a contribution to after-school or lunchtime clubs and visits and support off-site provision as necessary |
| 2.2 | To support, implement and adhere to all the School's policies, e.g. Safeguarding, Equal Opportunities, Health & Safety, Citizenship, Literacy, Numeracy and ICT |
| 2.3 | To take part in the Appraisal process employed at the school |
| 2.4 | To be familiar with the School's Organisational Policy & Procedures document and the Department handbooks |
| 2.5 | To attend and participate in whole school training + other learning activities as required |
| 2.6 | To contribute to the overall ethos/work/aims of the school |
| 2.7 | Organise and develop effective administration systems, particularly record keeping |

Person Specification : E Essential, D Desirable

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| 3 | Experience | |
| 3.1 | Working in a classroom environment | D |
| 3.2 | Experience of working with children and young people with Special Educational Needs particularly those with social, emotional and mental health difficulties | D |
| 3.3 | An understanding of the strategies that can be used to reduce the barriers to learning | D |
| 3.4 | Proven track record of successfully working with young people in a classroom environment | D |
| 3.5 | Experience in the desired areas of the Curriculum | D |
| 4 | Qualifications/Training | |
| 4.1 | Childcare Qualification at Level 2 (or equivalent) | D |
| 4.2 | Appropriate first aid training | D |
| 4.3 | GCSE Grade C or equivalent in English and Maths | E |
| 5 | Skills & Knowledge | |
| 5.1 | Demonstrable IT skills and ability to use them as part of the learning process | E |
| 5.2 | Excellent written and verbal communication skills | E |
| 5.3 | Confidence to support expressive lessons such as Performing Arts | E |

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| 5.4 | Good understanding of child/young person's development and learning processes | E |
| 5.5 | Understanding of individual children and young peoples' needs | E |
| 5.6 | Working knowledge of relevant policies, codes of practice and legislation | D |
| 5.7 | Use of other equipment technology – printer, photocopier | E |
| 5.8 | Working knowledge of national curriculum and other relevant learning programmes/strategies | D |
| 5.9 | Work constructively as part of a team, understanding classroom roles, team roles and responsibilities and your own position within these | E |
| 5.10 | Problem solving | E |
| 6 | Aptitudes | |
| 6.1 | Ability to work positively and effectively with young people | E |
| 6.2 | Excellent behaviour management skills | E |
| 6.3 | Confidentiality, discretion and judgement | E |
| 6.4 | Ability to work under pressure | E |
| 6.5 | Ability to engender trust and respect from students, colleagues and parents | E |
| 6.6 | Prioritise and plan to ensure completion of tasks | E |
| 6.7 | Take initiative and work independently | E |
| 6.8 | Take responsibility for personal CPL needs | E |
| 6.9 | Evaluate achievements and deliver improvement | E |
| 7 | Characteristics | |
| 7.1 | Record of good reliability and punctuality | E |
| 7.2 | Good sense of humour, resilience, and ability to maintain a sense of perspective in all working conditions | E |
| 7.3 | Self-motivated, optimistic and committed to achieving success | E |
| 7.4 | Willingness to undertake additional training in this are such as ELSA (Emotional Literacy Support Assistant) | E |
| 7.5 | Willingness to be flexible and work to meet the best interests of the school | E |
| 7.6 | Good sense of humour, resilience, and ability to maintain a sense of perspective in all working conditions | E |
| 8 | Safeguarding and Promoting the Welfare of Students | |
| 8.1 | To promote and safeguard the welfare of children and young people at all times | E |
| 8.2 | Has appropriate motivation to work with students | E |

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| 8.3 | Ability to maintain appropriate relationships and personal boundaries with students | E |
| 8.4 | Has emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline. | E |