



Information Pack

Teaching Assistant Level C - EAL

Hove Park School
"Together We Achieve"

Dear Colleague,

I am delighted that you are considering joining Hove Park School and Sixth Form. At Hove Park, we believe that our school is a place where a community develops and thrives; a place where we come together to support each other to achieve. This is an exciting opportunity to join the school in improving the outcomes and wellbeing of our students. At Hove Park School, there is a strong community ethos underpinned by positive relationships. Ofsted recognised these positive influences and that we continue to be a good school when they inspected in December 2021.

Please take time to read this application pack and explore our website (www.hovepark.org.uk) to get a feel for Hove Park School and its community. If you have the passion and ambition to help the school make a difference in this role and feel you are a good fit, please consider applying.

To apply, please submit a completed Support Staff application form to recruitment@hovepark.org.uk. This can be downloaded from our website at <https://www.hovepark.org.uk/vacancies>.

Applications for this vacancy must be received by **12:00 pm on Wednesday, 31st August 2022**. Please note that CVs cannot be accepted and that Hove Park School is committed to promoting the safeguarding and welfare of our students. We also expect all staff and volunteers to share this commitment.

Yours faithfully,



Jim Roberts
Headteacher

Post Title:	Teaching Assistant Level C - EAL
Salary & Grade	£20,050 to £22,137, NJC Scale 5 (SP 12-17)
Contract Type	Part-time, Term-time only
Contract Term	Fixed-term from 01.10.22 to 31.08.23
Contract Hours	8:00 am – 4:00 pm, 36.25 hours per week, (45 min unpaid break per day)
Commencing	October 2022

Hove Park School is seeking to appoint a Teaching Assistant Level C who is able to offer relevant experience of supporting students who have English as an additional language (EAL). TEFL trained or Bi-lingual speakers are encouraged to apply.

The person appointed will be flexible, experienced in working on a one to one basis, with small groups and with supporting pupils in the mainstream classroom. Hove Park School has a large community of EAL students and we support many students who are new to English. Hove Park School is a 'School of Sanctuary' which aims to:

- Celebrate common humanity and contributions made by those who have come here for safety
- Tackle isolation, fear, and exclusion by creating a culture of welcome

Information about this post and an application form can be downloaded from our website:
<https://www.hovepark.org.uk/vacancies>

Hove Park School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to an enhanced DBS check.

Deadline for Applications: 31st August 2022 at 12:00 pm

Interview Date: TBD

Please submit your completed application form to recruitment@hovepark.org.uk

Hove Park School celebrates diversity and welcomes applications from all areas of our community as we aim to have a staff body that is representative of our socially, culturally and ethnically diverse student population.

JOB DESCRIPTION

JOB TITLE: Teaching Assistant – Supporting & Delivering Learning - Level C

SECTION: Schools

Please note; this is a National Generic Job Description. It describes the level of responsibility that you will be required to undertake. Within this role you will be required to carry out the majority of the tasks listed, and your line manager will advise you of those that are not applicable.

Text in bold font indicates the key level responsibilities for this role.

1. **PURPOSE OF JOB**

To work under the guidance of teaching / senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals / groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management / preparation of resources. Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task. Cover Supervisors will need to respond to questions and generally assist pupils to undertake set activities

2. **PRINCIPAL ACCOUNTABILITIES**

Support for the Pupils

- Use specialist (curriculum / learning) skills / training / experience to support pupils
- Assist with the development and implementation of IEPs
- 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 classroom
- **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 Teacher

- **Work with the teacher to establish an appropriate learning environment**
- **Work with the teacher** in lesson planning, **evaluating and adjusting** lessons / work plans as appropriate
- Monitor and **evaluate** pupils' responses to learning activities through observation and planned recording of achievement against **pre-determined learning objectives**
- Provide **objective and accurate** feedback and reports, as required, to the teacher on pupil achievement, progress and other matters, **ensuring the availability of appropriate evidence**
- **Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems / records as requested**
- **Undertake marking of pupils' work and accurately record achievement / progress**
- **Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour**
- **Liaise sensitively and effectively with parents / carers as agreed with the teacher within your role / responsibility and participate in feedback sessions / meetings with parents, or as directed**
- Administer and assess routine tests and invigilate exams / tests
- Provide general clerical / admin support e.g. administer coursework, **produce worksheets for agreed activities etc**

Support for the Curriculum

- **Implement agreed learning activities / teaching programmes, adjusting activities according to pupil responses / needs**
- **Implement** 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 relevant skills
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- **Help pupils to access learning activities through specialist support**
- **Determine the need for** and prepare and maintain general and **specialist** equipment and resources

PERSON SPECIFICATION

POST TITLE: Teaching Assistant – Supporting & Delivering Learning - Level C

CRITERIA

ESSENTIAL CRITERIA

Job Related Education and Qualifications and Knowledge

- **NVQ 3 for Teaching Assistants or equivalent qualification or experience**
- **Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area, e.g. bi-lingual, sign language, dyslexia, ICT, Maths, English, CACHE etc**
- **Full working knowledge** of relevant policies/codes of practice and awareness of relevant legislation
- **Working knowledge of** national/foundation stage curriculum and other basic learning programmes/strategies
- **Understanding of principles** of child development and learning processes
- **Understanding of classroom roles and responsibilities and own position within those roles**
- Appropriate First Aid training

Experience

- Experience of working with children of relevant age

Skills/Abilities

- **Very good** numeracy / literacy skills
- Ability to self-evaluate learning needs and actively seek learning opportunities
- Ability to relate well to children and adults
- Can use ICT effectively to support learning
- Effective use of other equipment technology - video, photocopier
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these

Equalities

- To be able to demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the Council's Equalities Policy.

Our Values and Ethos at Hove Park School and Sixth Form



A school is more than just a place where students come to learn. It is also a place where a community develops and thrives. It is a place where we come together to support each other achieve whether it is in the classroom learning, on the sports field competing or on the stage performing, we know that success comes from us all working together.

Student progress will always remain a key priority because outcomes so often dictate future pathways and opportunities for young people. Having been again judged by Ofsted as a 'good' school, we continue to reflect on the structures and routines that we expect to see in every lesson. Exploring the ways we teach to ensure we drive improvement and our ambition to be 'outstanding' at the next inspection.

Our early adoption of a digital device for every child has provided significant opportunities to innovate and explore digital pedagogy - both at Hove Park but also within our community and beyond. Our Wellbeing at School award demonstrates an ethos focused on ensuring all students feel cared for and supported throughout their time with us.

Our curriculum has been planned and developed to provide a whole education for all students. When we describe our curriculum we are not just talking about the sequencing of lessons and subjects across the Key Stages but also the half-termly curriculum enrichment days and extra-curricular provision that together enrich and broaden a student's time at Hove Park. A learning journey that provides a traditional foundation at Key Stage 3 from which students can build on individual strengths. We are ambitious for all our students and expect them, where appropriate to retain a breadth to their studies through the study of EBACC subjects and the use of our Project days.

The final part of my vision for our school relates very much about the school experience each and every student will have. It is about identifying the skills, values and attributes that we believe students should develop during their time with us and the things they will see, hear, try and explore at KS3, KS4 and KS5.

It is an exciting time to be part of Hove Park School as we continue to shape our future and the way we support all students to grow and achieve.