

February 2022

Dear Applicant,

Thank you for your enquiry regarding the Higher Level Teaching Assistant. This position is initially offered on a fixed-term basis to **31st August 2023**. Part-Time, term-time (39 weeks) only. I am pleased to enclose an application form and further information including the job description and person specification.

Application forms must arrive by **midnight on Sunday 19th March 2022**, with interviews taking place on **Friday 25th March 2022**. Shortlisted candidates will be notified by phone and/or email. I apologise in advance that we will not be able to notify candidates who are not shortlisted.

You may return your completed application form by email to
recruitment@wmsf.ac.uk

If you would like further information on the position, please do not hesitate to contact Angela Wright, SENDCO awright@wmsf.ac.uk

Yours faithfully



Mary Berrisford
Principal

School Information

We were originally established in 1994 as the sixth form for pupils in the secondary schools in Hammersmith and Fulham, but we soon attracted students from all over London. Over the last few years there has been a considerable increase in the number of local sixth forms but we still remain highly popular with students and parents and have always been oversubscribed.

WMSF has a very particular identity - a sixth form provision embedded in the schools' sector but with the ethos and environment of a sixth form college. We were an important pioneer for the "16-19 schools" legislated for in the Learning and Skills Act and in January 2002 we became the country's first 16-19 school. We were delighted at this recognition of our achievement and a number of other sixth form schools were opened around the country, following our successful model. We recently led on the development of a national framework for 16-19 academies and carefully considered becoming an academy ourselves. However, after extensive consultation and exploration, our governing body recently decided to remain as a community 16-19 school.

The ethos we have established ensures the highest quality of education, guidance and relationships. The emphasis is on open access, equal value for all, individual attention, the development of independent learning skills, targeted support, high expectations and standards, improving progression routes, and finding the right balance between an adult environment and firm structures within which students can develop and succeed. The atmosphere is relaxed and warm but very purposeful. Students describe us as "friendly but strict" and our students are encouraged to address all staff by their first names. We focus on the WMSF experience for our students as being one where they learn, achieve, develop and progress.

The Curriculum Offer

Our wide curriculum includes both academic and vocational courses at levels 1, 2 and 3. Individual students' learning programmes enable combinations of academic and vocational courses where appropriate. We have a large and exciting AS and A level provision with nearly 40 different advanced subjects and are delighted at the number and calibre of our A level students. The establishment of vocational courses at advanced level has been equally important and we currently offer a number of Applied A levels and BTEC courses.

At levels 1 and 2, we offer Foundation Learning, BTEC courses and GCSEs to meet the needs of students who need to improve their basic qualifications. This includes a large provision for students to re-sit English and Maths at GCSE. One of our major priorities is to tackle under-achievement and offer a fresh start - often to students disaffected by school who have poor attitudes to attendance, punctuality and lack basic skills. The provision of courses for students with special educational needs, including students from special schools, is a particular strength, and we currently have 64 students with statements or EHC plans and over 100 students on K-SEN (formulary known as School Action. We also offer EAL teaching and literacy support for many students to ensure success on their courses.

Teaching and Learning Strategies

The development of successful teaching and learning strategies for our very mixed group of students is at the heart of WMSF. There is an emphasis on staff developing and sharing good pedagogical practice so that students become independent learners and teaching and learning are of the highest quality. We have a well-equipped Learning Resource Centre staffed by 4 highly qualified professionals. Curriculum area leaders and subject leaders have the specific responsibility of being 'lead teachers' i.e. leading practitioners in their area. We have a very exciting CPD programme, which continues to expand and we have partnerships with local schools which reflects our role as a key member of a local Teaching

Schools Alliance. The focus for staff development is in the various teams in which staff work – in curriculum area teams, course teams, cross-institutional teams (e.g. tutors), and leadership teams. In such an environment there are opportunities for teachers at all stages in their careers and we have always also welcomed Newly Qualified Teachers (NQTs), who participate in a comprehensive induction programme. Each year we offer teaching placements to a number of PGCE students.

All teachers, where appropriate, are expected to teach across our full range of courses and levels. This both counteracts narrow departmentalism and encourages parity of esteem for all courses and all students.

We have excellent IT facilities and a strong team of technical staff to support us. We use Google Classroom as our VLE and have external access for staff and students to our learning materials and email. One of our main priorities is to support individual teachers in developing their IT skills. All teaching rooms have electronic whiteboards and many are equipped with a full set of computers for student use or have access to a set of Chromebooks.

Tutorial Work

It is our policy that all teachers are tutors. Tutoring requires an active approach to pastoral work and specific skills in guidance, supporting and monitoring as well as building relationships.

The vast majority of A level and vocational students are encouraged to apply for higher education. Although many of them are non-traditional entrants, approximately 84% of A2 & V2 students' progress to university each year including into the most prestigious institutions. Recently, for example in 2016, students have progressed to study Politics at London School of Economics, History at Oxford University and many more. Tutors play a vital role in raising their aspirations and helping them through the process. Expert support is provided for tutors by our assistant principals,

senior tutors, careers and higher education staff, and through a planned programme of tutorial activities. The development of skills for tutors is an important aspect of our staff training programme.

Achievements So Far

When we opened in 1994, at a time of increased competition in the post 16 sector, we needed to establish WMSF very quickly as a centre of excellence and an attractive and exciting place for young people to continue their education. We succeeded, and are now recognised as a leading provider of 16-19 education in West London. We regularly host visits from education professionals from overseas who are keen to see our approach to "inclusive excellence" in the post-16 state sector.

Our examination results and vocational course outcomes have always been strong. Our A level and vocational pass rates have always been close to or above the national average. Results at level 1 and 2 are usually significantly above national average including for re-sit GCSE English and Maths - an important indicator that we are achieving our prime aim of raising achievement in West London and beyond. Our internal progression rate from level 1 and 2 courses is usually around 80% and our retention rate at all levels has always been well above 90%. Our successful application rate on to higher education has typically been between 75 – 85%, an achievement we are very proud of considering the starting point of so many of our students.

Working at WMSF

We try hard to create a friendly, supportive and open culture in which staff can develop and thrive. Professional development for all staff is taken seriously and many opportunities are offered both in-house and externally.

Expectations at WMSF are very high and there is constant pressure for us to perform well and to provide the high quality learning environment we promise. We have developed strong internal monitoring procedures to ensure continuing high quality, with an emphasis on lesson observation.

It is very important to us that all staff enjoy working in a diverse and richly rewarding inner-city environment, with young people from a wide range of backgrounds, and welcome the challenge of “turning round” those who have previously not fulfilled their potential. Our existing staff are of a high calibre and very committed to the student-centred philosophy at the heart of WMSF. We always try to employ high quality staff with equal commitment and who share our philosophy.

Best wishes



Mary Berrisford
Principal

Job Description

Job Description	: Higher Level Teaching Assistant
Line Manager	: Curriculum Area Leader
Pay scale	: Scale 6 (TTO) Pro rata
Hours	: 4 days per week

Job Purpose

1. To be the designated key worker for a caseload of students with moderate learning difficulties who have an Education Health Care (EHC) plan and to advise, support and help teachers become more effective in meeting the learning needs of students with special educational and medical needs.
 2. To acquire and draw upon the knowledge of differing types of special needs in order to develop an understanding of the specific needs of the learner and advising and assisting teachers in ensuring SEN/D students are able to meet the targets in their provision maps and EHC plans.
 3. Providing in class support and develop strategies to encourage independence and help students to learn effectively;
 4. Supporting the students in non-educational activities, developing personal and social skills and encouraging integration in wider school life.
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Description of Duties/Responsibilities

- 1.1 Working with the Learning Support Teacher (LST) to undertake an initial period of observation and assessment to identify students with additional learning needs.
- 1.2 Working with the LST to maintain records, update and revise individual education plans, collect teacher feedback for the annual review, complete annual review paperwork and plan subsequent individual support.
- 1.3 Working with the LST to ensure that each student in the caseload has a learning programme that meets their learning needs.
- 1.4 Offering support within lessons, interventions, tutorials and teaching small groups outside of lessons.
- 1.5 Ensuring there is a regular dialogue with parents, subject teachers, the tutor and other relevant adults to ensure students in caseload are effectively supported.

- 2.1 Assisting teachers in developing appropriate programmes and strategies for meeting the needs of named students, including contributing and advising in curriculum area meetings and tutor team meetings.
- 2.2 Use specialist skills, knowledge and experience of a particular SEN difficulty to meet the needs of students.

- 2.3 Supporting LSTs to provide training as part of the CPD programme that helps staff become more aware of the learning needs and the strategies to help SEN/D students' progress most effectively.
- 2.4 Providing support and cover for lessons in the event of teacher absence, where appropriate.
- 2.5 Developing SEN resources and providing advice and support to at least one specific curriculum areas on special educational needs.
- 2.6 Ensuring there is a regular dialogue with class teachers so that you have input into lesson planning and delivery.
- 2.7 Contribute to the enrichment programme and plan and lead on trips, where appropriate.

- 3.1 Supporting students in class using specialist skills, knowledge and experience including clarifying and explaining instructions, helping with concentration on tasks and finishing work set, including recording of homework tasks in student organiser.
- 3.2 Meet the learning, social and physical needs as required whilst encouraging independence.
- 3.3 Liaising with teachers, tutor and Learning Support staff to devise appropriate strategies as outlined in the learner's Statement of Special Educational Needs.
- 3.4 Preparing materials for use for lessons, as requested.
- 3.5 Supporting access arrangements for SEN and non-SEN students, including note taking and examination support.

- 4.1 Supporting students in non-educational activities as appropriate, including arrival and departure, break and lunchtimes and on/off site activities including trips and outings.
- 4.2 Supporting students in 1-1 sessions, including completing coursework and classwork and to pre-teach material provided by the subject teacher, as appropriate.
- 4.3 To discuss with the student any aspect of their course to lead to understanding or reinforcing of the learner's self-esteem.
- 4.4 Establish a supportive relationship and be the designated Learning Support member of staff to a group of students with medical or other needs.
- 4.5 Understand and implement school child protection and safeguarding procedures and comply with legal responsibilities.
- 4.6 Support and guide other less experienced Learning Support Assistants.

This is not an exhaustive list of duties and the post holder may be required to undertake other duties commensurate with the level of this post.

The Curriculum Area Leader will support the HLTA to ensure students' needs are met and all the paperwork is completed in line with the 2015 Code of Practice.

Person Specification

Job Description	: Higher Level Teaching Assistant
Line Manager	: Curriculum Area Leader
Pay scale	: Scale 6 (TTO) Pro rata
Hours	: 4 days per week

The ideal candidate will be able to demonstrate the following: -

1. Higher Level Teaching Assistant qualification (either achieved or working towards formal recognition of competence against HLTA standards) in SEN or subject specialism.
2. Grade C or higher in English and Mathematics at GCSE level or equivalent
3. An awareness and understanding of SEN legislation, the 2015 Code of Practice and legal definition of SEN.
4. The ability to use a range of strategies to promote positive behaviour and follow the school behaviour policy.
5. Experience of effectively supporting a caseload of students and meeting their needs.
6. Experience of working with students with a range of special educational needs, preferably in the 16-19 age range.
7. The ability to liaise sensitively with parents and carers, demonstrating good communication skills.
8. Good administrative, ICT and organisational skills together with the ability to keep comprehensive records, including the ability to effectively use bespoke management software, e.g. SIMS.
9. Evidence of professional training and a willingness to improve their own practice by observing others, reflecting on their own practice and research/undertaking CPD.
10. Experience of forming successful relationships with students and class teachers.
11. Experience of working with post 16 students together with an understanding of the post 16 curriculum in at least one subject.
12. Successful work with students with SEN/D including creating and implementing provision for students.
13. The ability to work flexibly and collaboratively as part of a team as well as working independently.

14. An understanding of and commitment to, equal opportunities policies.
15. An awareness of safeguarding issues and policies and their implementation.

Term Dates for 2021-22

	First Day	Half Term	Last Day	No of Days
AUTUMN 2021	Monday 23 rd Aug 2021	Monday 25 th Oct – Friday 29 th Oct 2021	Friday 17 th Dec 2021	79
SPRING 2022	Tuesday 4 th Jan 2022	Monday 14 th Feb – Friday 18 th Feb 2022	Friday 1 st Apr 2022	59
SUMMER 2022	Tuesday 19 th Apr 2022	Monday 30 th May – Friday 3 rd June 2022	Tuesday 12 th July 2022	55
TOTAL				193

Enrolment of new students will commence from Thursday 12th August 2021 when Curriculum Area Leaders/Senior Tutors or nominated deputies will be requested to assist.

The above does not include staff training days which will be held during 'twilight sessions' after the school day.

London Borough of Hammersmith and Fulham Community Secondary Schools

	First Day	Half Term	Last Day	No of Days
AUTUMN 2021	Wednesday 1 st Sep 2021	Mon 25 th Oct – Fri 29 th Oct 2021	Friday 17 th December 2021	73
SPRING 2022		Mon 14 th Feb – Fri 18 th Feb 2022	Friday 1 st April 2022	59

	Tuesday 4 th January 2022			
SUMMER 2022	Tuesday 19 th April 2022	Mon 30 th May – Fri 3 rd June 2022	Friday 22 nd July 2022	63
TOTAL				195

Safer Recruitment Information for Applicants

The information contained within this document is aimed at helping applicants understand what is required should they be asked to attend for interview.

Safeguarding Children and Young People

William Morris Sixth Form (WMSF) has a commitment to safeguard and promote the welfare of children and/or young people. We have robust processes and procedures to reduce risk and continuously promote a positive culture of safeguarding amongst our workforce. The post you are applying for involves working with children and/or young people and you will be subject to our safer recruitment process.

Pre- Employment Vetting

As part of our safer recruitment process, WMSF operates a strict pre-employment vetting procedure. All applicants will be required to undergo the checks outlined below: -

- **Declaration of Previous Convictions**
The **Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended** makes certain regulated activity (i.e. work with children and/or young people) exempt from the Act and therefore requires individuals seeking to work with these groups to be subject to Enhanced Criminal Records Bureau Disclosure checks, amongst others. This post is classed as exempt under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended. Therefore, you are required to reveal all convictions, both spent and unspent, in your application.
- **Disclosure and Barring Service Check (DBS)**
Successful applicants seeking to work with children and/or young people will be required to undergo an Enhanced DBS check; this will include a check against the Protection of Children Act (PoCA) List and List 99. A List 99 check is the minimum check required for staff working in organisations. Successful applicants will be checked against the List prior to an offer of appointment being made.

For posts working with children and/or young people, our policy requires all new employees to complete a DBS application form before your employment commences.

Where an applicant is not normally resident in the United Kingdom, or has been resident outside the United Kingdom for more than 6 months, an additional police check will be carried out with the normal or most recent country of residence.

- **Qualifications/Registration with a Professional Body**

If the post applied for requires a specific qualification and/or registration with a professional body, the applicant will be required to bring the original certificate along to the interview. If the original certificate is unavailable, a certified copy of the document must be provided by the issuing establishment.

- **References**

Applicants are required to provide a minimum of two referees, one of whom must be your most recent employer and should be able to confirm your suitability to working with children and/or young people. If you have undertaken voluntary work with children and/or young people you may use the voluntary organisation employer as a referee.

If you have not previously worked with children and/or young people you must provide a character reference from someone who is able to confirm your suitability to work with children and/or young people. This would normally be someone in authority, e.g. a lecturer, doctor or community leader. Please note that character references are normally only accepted as a supplement to an employer's reference.

In addition, we will seek references from educational establishments for those applicants with no previous employment history.

In all cases, we will contact the referee prior to the interview, except if you have specifically indicated that you would prefer us to contact them only if you are made an offer of appointment.

Under no circumstances will Open References (i.e. addressed “to whom it may concern”) be accepted.

- **Eligibility to Work in the UK**

We have a legal obligation to check documentary evidence to confirm that all potential employees are eligible to work in the UK.

Right to work in the UK can be validated through sight of original documents or online. When relying on original documents, these must be from the lists of acceptable documents prescribed by the Home Office. When relying on an online right-to-work check, the new employee will provide a share code inviting the employer to view their status online. The employer will download the information presented, noting by whom and when the check was completed. We will also need to confirm that the employee presenting themselves for work is indeed the individual presented through the portal.

- **Medical Assessment**

All offers of appointment will be subject to the satisfactory outcome of Hammersmith and Fulham Council's medical assessment procedure.