

Higher Level Education Support Champion – Literacy/Numeracy

Information Pack
[May 2024]

Higher Level Education Support Champion – Literacy/Numeracy

Start date:	As soon as possible
Closing date:	Tuesday 21 st May, 9.00am
Shortlisting date:	Tuesday 21 st May
Interview date:	To be confirmed
Working hours:	32.5 hours per week - term time plus TD days
Salary Range:	Actual £22,367 - £24,512 (FTE £29,269 - £32,076)

Dear Applicant

Thank you for showing an interest in the post of Higher Level Education Support Champion – Literacy/Numeracy.

Kingsdown School has so much to offer new colleagues which includes a fantastic learning environment, ambitious and aspirational students with high standards of behaviour and the opportunity to work with incredibly talented teachers, leaders and professional support staff.

In January 2020 we had our last Ofsted in which we were judged to be GOOD in every category. In the August before this our Year 11 results saw the school ranked in the top 2% for the most improved schools for their Progress 8.

Across every team in the school - Teaching, Business Support, Front Office, Inclusion, Pastoral, Governors, Middle and Senior Leaders, we are all extremely proud of what we have achieved in the last 5 years for our students, and they too are exceptionally proud of their school. Do take a moment to read the opening paragraphs from our Ofsted Report from the link [here](#). Additionally, click [here](#) to review our latest brochure which shows you the Kingsdown BEATs across every aspect of the school.

Over the last three years Kingsdown School has become the school of choice in Swindon. So much so that we are now oversubscribed in our current Year 7 and 8. This pattern is set to continue for this next year hence we are looking for a creative, inspiring, ambitious and outstanding new colleague to join our team.

Swindon & Kingsdown:

Kingsdown is an 11 to 16, mixed and non-selective school of 1013 students. We have close to 30% who are DA and 20% who are SEND. We have an SRP for Autism with a provision for 15 students.

We are proud to serve our community. Our parents work with and in partnership with us. On the whole, our students come from Stratton, Penhill & Pinehurst. Our students deserve the best possible education and start in life and our mission statement is that we “champion each and every student”. If this truly motivates you - please read on.

For those relocating - 5 great facts about Swindon [besides Kingsdown]

- Areas of natural beauty on our doorstep and close links to many cities
- Excellent rail and road networks
- Housing opportunities at an affordable price
- Low unemployment
- Leisure industry that engages all ages as well as £10 million project for the development of our town - the arts, sports and recreation

www.kingsdownschool.co.uk

We champion each and every student

What are we looking for in our new Higher Level Education Support Champion (HLESC):

This is an exciting opportunity to play a fundamental role in removing a key barrier to learning and raise aspirations amongst our students. Working alongside a highly motivated team you will provide teaching and learning support for students who are below age related expectations in their literacy/numeracy, including those with dyslexia/dyscalculia. You will manage a small team who will support you with this.

You will also be able to demonstrate the ability to encourage students to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life. The successful candidate will be able to communicate effectively and appropriately with staff, students and parents.

Working Monday to Friday, 32.5 hours per week (8.15am to 3.45pm Monday, 8.25am to 3.45pm Tuesday – Thursday, 8.25am to 3.30pm Friday week 1, 8.25am – 1.20pm Friday week 2) with a break of 40 minutes (10 minutes at breaktime, 30 minutes at lunchtime).

You will learn more about our Wheel of Excellence from our website and when you visit. Do please take a look at our website kingsdownschool.co.uk.

What will and can we offer you:

By joining our Kingsdown family you will join a team who genuinely cares and champions each and every student and each and every member of the Kingsdown team.

At Kingsdown, we know that staff and students thrive in a 'healthy work culture' and the wellbeing of staff and student outcomes is inextricably linked. We are committed to providing the best working and learning environment for all. The RLT has a staff charter and strong values, we uphold these values and commitments, and further build on these with our Wellbeing Strategy.

One of the core values of the RLT is that 'everyone is learning' and at Kingsdown we ensure each person has the personalised CPLD that they deserve. We do this through a variety of programmes, including our Restless Teacher Programme that allows all staff to take a lead on their own professional development, with the support of colleagues within the school. We are also very excited to be launching our coaching model this year, to allow staff the opportunity to be coached and develop their teaching practice further, whatever stage of their career they are in. High quality CPLD and training are an integral part of our meeting schedule and time is given to curriculum teams to collaborate and learn from each other. Alongside this we have a personalised induction programme that allows for new staff members to join us feeling supported and welcomed from day one.

Education has the power to change lives, communities and society for the better. At RLT we believe that we can achieve more for our pupils, trainees, staff and communities by working together rather than alone. Schools in RLT are united by a common belief in the benefits of working together, and by our commitment to shared principles.

OUR VISION is for our schools and SCITT to improve rapidly, continuously and sustainably: to be better faster together.

OUR 'WHY?' is that children and young people 'only get one go' in school and therefore as part of RLT we aim to ensure the best possible 'go' for our pupils.

OUR 'HOW?' is through the highest support and challenge for our schools and each other, underpinned by our principles.

Our employees benefit from a wide variety of support including extensive continuing professional learning and development opportunities, wellbeing and staff networks and access to Defined Benefit Pension Schemes (TPS and LGPS) for all staff. For more information

www.kingsdownschool.co.uk

We champion each and every student

on what it is like to work for the Trust, and the benefits you could access, please see our [“Working in RLT”](#) guide.

This role includes regulated activity relevant to children.

Where next? If you:

- believe that all students can achieve regardless of their background and postcode
- enjoy the challenge and reward of taking a school from Good to World Class,
- feel that you have the skills and qualities to accelerate student progress, aspirations and self-belief, and
- are truly committed to making a difference especially in Swindon and SN2

... then this role could be ideal for you and I would very much like to hear from you and talk more.

In the meantime, I thank you for taking the time to read about Kingsdown School and look forward to hearing from you and hopefully meeting you soon.

With best wishes




Emma Leigh-Bennett
Headteacher

The River Learning Trust and Kingsdown School are committed to safeguarding and promoting the welfare of all children and preventing extremism. The Trust is required to conduct a variety of checks and online searches about you as part of their recruitment process in accordance with Keeping Children Safe in Education guidance. It is an offence to apply for certain roles within schools if you are barred from engaging in regulated activity relevant to children.

For all RLT Safer Recruitment Documentation candidates should click on the following link [RLT Safer Recruitment Documents for Candidates](#)

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. For further guidance for applicants click on this link [List of offences that are not filtered](#)

 <p style="text-align: center;">KINGSDOWN SCHOOL JOB DESCRIPTION</p>		
Job Title: Higher Level Education Support Champion (HLESC) - Literacy/Numeracy	Grade: G8	Prepared Mar 24
Role reports to: SENDCo		
Job Purpose: (a) Working within a learning framework set by the Headteacher, and under the professional direction of a qualified teacher to provide teaching and learning support for students who are below age related expectations in their literacy/numeracy, including those with dyslexia/dyscalculia. (b) To act as an integral part of the school staff team, and as such to make a professional contribution to the overall aims of the school, working within agreed policies and procedures. (c) Participate in planning lessons. (d) To supervise whole classes where the timetable dictates. (f) To support the annual review process for all mainstream students with Education Health and Care Plans. (g) To organise monitor and evaluate handwriting intervention.		
Key Accountabilities: (a) Support for pupil(s) I. Contribute to raising standards of students' achievement Under the professional direction of a qualified teacher undertake a range of teaching and learning activities with whole classes, specified groups, or individual students. II. Support students during learning activities Provide the appropriate level of support needed by students to promote independent learning, responding to any signs of distress or conflict and feeding back to the SENDCo about progress made by student(s) III. Provide care and support for the students' Promote students well-being by encouraging them to develop good relationships with others, develop their self-reliance and self-esteem and help them to adjust to new settings and to practice good standards of health and hygiene. IV. Participate in case conferences Make a professional contribute to formal case discussions concerning the educational development of students with whom there is day to day classroom contact. (b) Support for teacher(s) V. Assist in preparing and delivering teaching and learning activities Ensure that all learning resources and materials are appropriate and relevant to students' needs. VI. Contribute to the planning and evaluation of learning activities Plan how learning activities will be implemented, including determining own role in delivering teaching and learning the activities. VII. Observe and report on student performance Under the professional guidance of the SENDCo, carrying out, and reporting on, systematic observations, including formal assessment of students to gather evidence of their knowledge, understanding and skills upon which the teacher can make judgements about their stage of development. This will include making specific recommendations to the teacher on identified special educational or other needs, based on objective observations.		

VIII. Provide support for the use of ICT in the classroom

Making sure that ICT equipment is available and ready to use when required, by liaison with appropriate technical staff where necessary, and helping student(s) in the practical application of programmes and equipment to ensure that it is used safely and effectively.

IX. Maintaining Classroom records

Maintain agreed written records of all school materials and equipment used in support of the students' learning and development, including responsibility for stock control and maintaining an audit of expendable materials.

(c) Support for the school**X. Develop and maintain working relationships with other professionals**

Work effectively with teachers, support staff and other professionals, applying own strengths and expertise to contribute positively to the overall aims and objectives of the school. Provide effective support for all other members of the school staff by sharing own knowledge and expertise in a professional and constructive manner

Take an active role in supporting and developing a culture of team working for the benefit of students', both individually and collectively.

Participate in staff meetings and contribute to the development of policies and procedures related to curriculum delivery and classroom management.

XI. Contributing to the Management of student behaviour and security

Contribute to the development and maintenance of school policies which encourage positive student behaviour and implement agreed behaviour management procedures in the classroom.

Undertake playground and lunchtime supervision duties as required. Responsible for reporting situations which potentially pose a danger to any student or member of staff in the school.

XII. Liaise effectively with parents

In agreement with the Headteacher or SENDCo, communicate with parents and other designated carers about the care and education of their children. Promote partnership working between home and school and help to develop and maintain parental interest in their child's education.

XIII. Participate in collective school activities

As requested by the Headteacher, supervise students during assembly, fund raising events, school outings and other extracurricular activities undertaken during the normal school day.

XIV. Review and Develop own professional practice

Develop and maintain effectiveness as a member of the school staff by taking responsibility for own continuing professional development.

(d) Support for the curriculum**XV. Support learning activities**

Work to help student(s) to participate in whole class, group and individual learning activities

Plan how the learning activities are to be organised, deliver and assess how well the activities went, how the student(s) responded to them and how they should be developed.

Supplementary Accountabilities:**Responsible for meeting the specific needs of a student (or students)**

Provide specific teaching and learning support to a student (or group of students) with special learning needs, adapting and differentiating activities taking in to account their educational, cultural and/or religious background, in respect of:

- a bilingual/multilingual childhood:
- communication and interaction difficulties:
- cognition and learning difficulties:
- behavioural emotional and social development needs;
- sensory and/or physical impairment

Line management responsibilities for a team of ESC's.

Knowledge and Experience:

- A good standard of general education, normally evidenced by qualifications at 'A' Level or equivalents. The minimum requirement is GCSE at A – C in Maths and English or equivalent.
- Training and Development which meets the prescribed Standards for HLTA's and achievement of HLTA status.
- Teaching Assistant qualification at Level 3 or NNEB qualification.
- A minimum of two years' experience of working with children preferably in an educational setting
- Excellent interpersonal skills both in working relationships with young pupils and in forming effective professional relationships with a wide range of contacts.
- Sound IT skills to support learning and maintain electronic information systems.
- Understanding and respecting the learning styles and preferences of student(s) and using this knowledge to support the student(s) when working on their own or in groups.
- Sufficient knowledge, expertise and awareness of the students' curriculum to work effectively as part of a professional team.
- Training in relevant learning strategies e.g. literacy.
- Evidence of specialism in specific curriculum areas or areas of particular learning difficulty.
- Knowledge and understanding of the National Curriculum including the literacy and numeracy strategies.
- Effective oral and written communication skills.
- Good organisational and time management skills.
- Understanding of behaviour management strategies.
- Ability to organise, lead and motivate a team.
- Able to form and maintain appropriate professional relationships and boundaries with children and young people.
- Ability to deal with sensitive information in a confidential manner.
- Ability to use own initiative and work flexibly.
- Empathy with young people facing barriers to their learning.
- An understanding of, and a genuine commitment to, Equal Opportunities.
- Ability to organise the classroom activities e.g. preparing and setting out resources and implementing strategies for teaching and learning.

To achieve HLTA status there is no requirement to have worked for a specific length of time as a TA. However, TA's wanting to apply for funding must already be working in a school and have the support of their headteacher. To achieve HLTA status TA's must demonstrate that they have the necessary skills, knowledge and experience and competencies required to work at HLTA level.

Decision Making:

Works with the SENDCo to provide a range of teaching and learning activities to suit individuals and groups of children.

Contacts and Relationships:

- Staff and students within the school, including student placements and parent helpers.
- Parents, under the direction of the head teacher or classroom teacher.
- Social Workers, other local authority staff and third party professionals such as doctors and nurses
- Headteacher
- Governors

Creativity and Innovation:

- Contribute to the planning and evaluation of all learning activities.

Emotional Demands:

- Responsible for individuals/groups of children, some will make emotional demands.

In accordance with the provisions of the Data Protection Act 1998, jobholders should take reasonable care to ensure that personal data is not disclosed outside Council procedures, or use personal data held on others for their own purposes. In accordance with the provisions of the Freedom of Information Act 2000, ensure requests for non-personal information are dealt with in accordance with the Council's written procedures.

Employee Signature:

Print Name:

Date:

Employer Signature:

Print Name:

Date: