

SWANBOURNE HOUSE



HLTA
CANDIDATE PACK

“THANK YOU FOR YOUR INTEREST IN THE ROLE OF HIGHER LEVEL TEACHING ASSISTANT AT SWANBOURNE HOUSE.



At Swanbourne House our mission is to unlock and develop the confidence and individual talents of each child by providing our pupils with an engaging, collaborative and progressive teaching and learning community based on mutual respect, an understanding of individual needs and the willingness to rise to challenge.

In the context of a character and values education we ensure that our day and boarding pupils are well prepared for their next school and adult lives in a fast-moving and challenging globalised world.

Additionally it is our aim to provide our staff with the support which you need so that you can respond enthusiastically to the challenges which being part of a busy school entails.

At Swanbourne House we take a particular pride in our reputation for a broad education and we recognise that this is built very much on the commitment and skills of our staff.

”

Mrs Jane Thorpe
Head at Swanbourne House School.

OUR VISION

- > To nurture every pupil, enabling them to be resilient and build self-worth, through the widest variety of opportunities.
- > To provide our pupils with an engaging, collaborative and progressive teaching and learning community based on mutual respect, an understanding of individual needs and the willingness to rise to challenge.
- > To ensure both day and boarding pupils are well prepared, within the context of a character and values education, for their next school and adult lives in a fast-moving and challenging globalised world.

DISCOVER THE #SWANBOURNESPIRIT

Swanbourne House School is a co-ed prep school for ages 3 to 13 based in the Buckinghamshire countryside, around 20 mins from the thriving new town of Milton Keynes.

Our curriculum provides a broad education with strong academic foundations, allowing pupils with a range of abilities, interests and learning styles to flourish.

It's a **progressive approach** that ensures children are ready to take on the challenges of the next stage of their education with courage and confidence. In September 2019, we replaced Common Entrance with the Pre-Senior Baccalaureate, an assessment model that seeks fairly and accurately to quantify a pupil's all-round achievements in the 11s and Top Year. A final summative Baccalaureate Certificate accompanies the transfer to senior schools and offers a 360° assessment of a pupil's progress, knowledge, skills and attitudes.

The breadth and balance within the curriculum entices pupils to engage fully in the range of lessons they have each day. Activity and investigation enable our pupils to be confident in thinking for themselves and to be resilient when problem solving.

An education at Swanbourne House School has a hands-on feel where children increasingly take ownership of, and pride in, their education. We are passionate about developing in the children, genuine awe, wonder and curiosity at the complexities of life and the world about us – past, present and future.



THE ROLE

Support in lessons planned by the class teacher

- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement.
- Deliver learning interventions 1:1 or in groups.
- Work with the SENDCo and learning support department to raise the learning and attainment of pupils.
- Promote pupils' independence, self-esteem and social inclusion.

The Department

- The Lower School teaches children from Reception to Year 4.

DUTIES AND RESPONSIBILITIES

Teaching and Learning

- To cover lessons for large groups/class teaching as guided by the Head of Lower School.
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the SENDCo and learning support team and increase achievement of pupils needing targeted intervention or with special educational needs and disabilities (SEND).
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment.
- Observe pupil performance and pass observations on to the SENDCo.
- Use ICT skills to advance pupils' learning.
- To contribute to the overseeing of the reading scheme.

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
- Read and understand lesson plans shared prior to lessons, if available.
- Prepare the classroom/learning support area for lessons.
- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities.
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning.
- Plan how they will support the inclusion of pupils in the learning activities.

Working with colleagues and other relevant professionals

- Communicate effectively with the Head of Lower School, learning support team, other staff members and pupils, and with parents and carers under the direction of the SENDCo.
- Communicate their knowledge and understanding of pupils to the SENDCo and other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- With the SENDCo, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school.
- Develop effective professional relationships with colleagues.

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision.
- Make a positive contribution to the wider life and ethos of the school.

Health and Safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy.
- Look after children who are upset or have had accidents.

Professional Development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders and SENDCo, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Take part in the school's appraisal procedures.

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school.
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality.
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Respect individual differences and cultural diversity.

PERSON SPECIFICATION

Criteria	Qualities
Qualifications and experience	<p>Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held)</p> <ul style="list-style-type: none"> • GCSEs at grades 9 to 4 (A* to C) including English and Maths • Experience of working with children <p>DESIRABLE:</p> <p>Experience of planning and leading teaching and learning activities (under supervision)</p>
Skills and knowledge	<p>Good literacy and numeracy skills</p> <p>Good organisational skills</p> <p>Ability to build effective working relationships with pupils and adults</p> <p>Skills and expertise in understanding the needs of all pupils</p> <p>Knowledge of how to help adapt and deliver support to meet individual needs</p> <p>Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting the SENDCo, teachers and pupils</p> <p>Excellent verbal communication skills</p> <p>Active listening skills</p> <p>The ability to remain calm in stressful situations</p> <p>Knowledge of guidance and requirements around safeguarding children</p> <p>Good ICT skills, particularly using ICT to support learning</p> <p>Understanding of roles and responsibilities within the classroom and whole school context</p> <p>DESIRABLE:</p> <p>Understanding of effective teaching methods</p> <p>Knowledge of how to successfully lead learning activities for a group or class of children</p> <p>Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support</p> <p>Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice</p>
Personal qualities	<p>Enjoyment of working with children</p> <p>Sensitivity and understanding, to help build good relationships with pupils</p> <p>A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</p> <p>Commitment to maintaining confidentiality at all times</p> <p>Commitment to safeguarding pupil's wellbeing and equality</p>

SAFEGUARDING

The 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 post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom he/she is responsible, or with whom he/she comes into contact will be to adhere to and ensure compliance with the school's Child Protection Policy Statement at all times.

If in the course of carrying out the duties of the post, the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, he/she must report any concerns to the Head.

YOUR APPLICATION

DATE OF APPOINTMENT

September 21

CONTRACT TYPE

37.5 – 40 hours per week Term time only. Permanent.

SALARY

£8.91 - £10 per hour
dependant on qualifications
and experience

DEADLINE FOR APPLICATIONS

Monday 28th June 2021
Interviews to be held on Thursday 1st July 2021.

Please submit a cover letter
and a completed application
form to
personnel@swanbourne.org



**FOR ENQUIRIES ON YOUR
APPLICATION:
01296 720264
PERSONNEL@SWANBOURNE.ORG**



SWANBOURNE HOUSE