

Higher Level Teaching Assistant Level 4 – Literacy Co-ordinator Information Pack July 2020



Sawston
Village College

Anglian Learning is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff to share this commitment and undergo appropriate checks. Therefore, all posts within the Trust are subject to an enhanced Disclosure and Barring Service check. We welcome applications from all, irrespective of gender, marital status, disability, race, age or sexual orientation.

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Sawston Village College
New Road, Sawston, Cambridge, CB22 3BP
Tel: 01223 712777 www.sawstonvc.org
11-16 mixed comprehensive academy, NOR: 1060
Principal: Mr J P Russell

Required September 2020

HIGHER LEVEL TEACHING ASSISTANT – LITERACY CO-ORDINATOR Level 4

Part Time – 32.5 hours per week, term-time only
£21,589-£22,911 pro-rata
Actual salary from £17,910

Sawston Village College is a high-achieving, successful 11-16 academy, with a reputation for innovation in teaching and learning, outstanding pupil behaviour and inclusive, caring values. We are listed as the sixth best school without a sixth form in the UK (The Sunday Times, 2020). A founding member of the Anglian Learning group of schools, we are situated just outside the beautiful city of Cambridge, offering first class professional development opportunities to our staff and a supportive, friendly environment in which to work.

Following the promotion of the current post holder, we are now seeking to appoint a Higher Level Teaching Assistant to work under the guidance of the SENDCO and the lead English Literacy Teacher to implement agreed programmes for identified pupils to further support their literacy skills and to complement the professional work of classroom teachers. This will involve, planning, preparing and delivering learning activities for Core Literacy classes, monitoring progress and assessing, recording and reporting on pupils' achievement.

To find out more about the role, please download an application form and information pack from our website at www.sawstonvc.org. Applications must be submitted on the College's application form. CVs will not be accepted. Requests for flexibility in working arrangements/patterns will be considered.

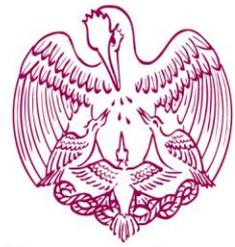
Closing date: Monday 7 September at 9.00 am

Interviews: Wednesday 16 September

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**Sawston
Village College**

Principal: Mr J P Russell

July 2020

Dear Applicant

Higher Level Teaching Assistant – Literacy Co-ordinator

Thank you very much for your interest in the above position. We sincerely hope that the information below and enclosed within this application pack will encourage you to apply to our friendly and vibrant school.

We are a very welcoming and highly successful school, one in which all staff are valued and all contribute to our strong caring ethos. Pupils are at the centre of all that we do but we can only succeed when all professionals work together, collaboratively and supportively, to ensure a positive, safe and calm learning environment in which all pupils can thrive.

Sawston Village College is an inclusive, comprehensive 11-16 academy, set on a picturesque open campus. It was the first purpose-built Village College in England and we are proud of the fact that it is still heralded as a model for community education, with over 1000 members of the local community visiting each week to participate in learning, sporting or leisure activities. We are also proud to be a founding member of the Anglian Learning Trust, a family of like-minded schools serving over 5500 pupils from ages 3-19 in this region. The Trust affords us opportunities to learn from each other, prosper from outstanding leadership development and build strong professional networks to achieve ambitious objectives.

Our school's focus is the achievement and wellbeing of our 1060 pupils and in this we are performing consistently amongst the very best schools in the country. In 2019, the College achieved significantly above national averages at all levels including 62% gaining grade 5+ in English and Maths, 39% at grade 7 or above across all subjects and a progress score of +0.6. We are in the highest quintile for all measures. Academic success, of course, is only one measure and, as an Artsmark accredited school, we are equally proud of our extensive extra-curricular offer as well as our aim to help all pupils leave with confidence, enriched experiences and ambition for the future.

This success is based upon the following key principles. Firstly, a firm commitment to the belief that all pupils, regardless of ability or background, are able to achieve their potential and have the best opportunities to succeed in education, employment and life. Secondly, a determination to recruit, develop and retain the very best staff, by providing varied and exciting personalised opportunities for professional development, and a caring, supportive environment with an emphasis on teamwork, collaboration and well-being. Thirdly, a firm conviction that teaching and learning can only flourish where pupils are well behaved and respectful. Therefore, we have very high expectations and set exacting standards enabling staff and pupil to feel safe and happy. We provide outstanding pastoral care of our young people. Each pupil is a member of a vertical tutor group and a House. Non-teaching pastoral leads work very closely with our inclusion team, safeguarding team and SLT, to ensure that all pupils are known, valued, cared for and encouraged to do and be the best they can.



Our Teaching Assistants have played a vital role in the school's success. They contribute extensively in and beyond the classroom and are a friendly team of skilled professionals. Their work enables young people to flourish and achieve their potential in mainstream classes and in our on-site inclusion facility, Compass House. They operate in a variety of ways, with some specialising in English, Maths or Science and others supporting across the curriculum. Following the promotion of the current post holder to a teaching role, we are now seeking a Higher Level Teaching Assistant to work under the guidance of the SENDCO and the lead English Literacy Teacher to implement agreed programmes for identified pupils to further support their literacy skills and to complement the professional work of classroom teachers. This will involve planning, preparing and delivering learning activities for Core Literacy classes, monitoring their progress and assessing, recording and reporting on pupils' achievement. This could include those needing specialist knowledge in particular areas and providing training to other team members.

If you wish to apply, then we would be delighted to hear from you. To apply, you must complete our application form in full, paying close attention to the guidance, and submit it with a covering letter. Please confine your letter to no more than one page of A4. Please pay particular attention to the job description and person specification in writing your letter, focussing on how your past experience has suited you for this post and the skills and qualities you would bring to it. CVs will not be accepted.

Your application should reach the College by 9.00 am on Monday 7 September. Please see the application instructions section of the information pack for full details. Interviews for shortlisted candidates will take place on Wednesday 16 September. If you have not heard from us three weeks after the closing date, you should assume your application has not been successful.

As you would expect, the College is committed to the safeguarding of children and young people. If you are invited to interview, you will be asked to provide the following:

- a completed disclosure of criminal convictions form;
- details of any child protection investigation that you may have been subject to;
- notification of any relationship with any pupil, employee, governor or trustee;
- evidence of your right to work in the UK;
- confirmation that, if appointed, you will provide documentation to allow a DBS check to be undertaken;
- original qualifications certificates, and
- a signed and dated hard copy of your application form and covering letter.

Full details of the documents required will be sent with your invitation to interview.

Sawston Village College is a highly professional and exceptionally friendly, caring and enjoyable place in which to work and teach. On the outskirts of Cambridge, we are also fortunate to be so close to a culturally iconic city with so much to offer for families and young people. Since starting at the school 15 years ago, it has been a privilege to see the school grow in confidence and reputation, thanks to the high quality of work that the school does for its young people and the community, and through the hard work of such a dedicated group of staff and outstanding classroom practitioners. As Principal, I am looking forward to the exciting opportunities ahead and hope that you feel inspired to join us.

Thank you, in anticipation, for the time you will give to your application.

Yours sincerely

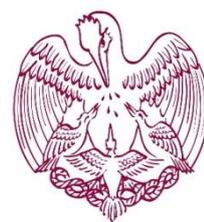


Mr J Russell
Principal

Job Description

Higher Level Teaching Assistant

Literacy Co-ordinator



Sawston
Village College

Anglian Learning is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff to share this commitment.

Site	Sawston Village College
Grade	Higher Level Teaching Assistant Level 4
Hours of work	32.5 hours per week, term time only Core hours of work are 8.15 am to 3.15 pm Monday to Friday including a 30 minute unpaid lunch break
Responsible to	SENDCO / Lead English Literacy Teacher
Job purpose	To work under the guidance of the SENDCO and the lead English Literacy Teacher to implement agreed programmes for identified pupils to further support their literacy skills and to complement the professional work of classroom teachers. This will involve planning, preparing and delivering learning activities for Core Literacy classes, monitoring their progress and assessing, recording and reporting on pupils' achievement. This could include those needing specialist knowledge in particular areas and providing training to other team members.

Key responsibilities

Support for learners

- Lead the planning and delivery of Core Literacy lessons, using assessment strategies and providing feedback to pupils and parents.
- Work with individuals and groups of pupils when directed and to monitor and review the impact of specific programmes being used as part of the SEND Department Assess, Plan, Do, Review process.
- Increase pupils' confidence, self-esteem, attendance and standards of achievement.
- Support the development and monitoring of effective reading interventions for pupils with weaker reading skills.
- Promote and support the love of reading in pupils, liaising with the school librarian, authors, parents and teaching staff.
- Contribute to literacy specific information and strategies on Student Information Sheets and provide up to date literacy targets and assessment results for literacy intervention pupils.
- Provide specialist learning support (SPLD, ASD, ADHD, SLCN) requiring in depth knowledge and experience, to children with severe and specific SEND, particularly pupils with an EHCP.

- Support the early identification and support of pupils with literacy difficulties.
- Follow the advice of outside agencies, e.g. EP, speech therapists, specialist teachers, together with the pupil to devise strategies to support the pupil in the classroom.
- Promote independence and employ strategies to recognise and reward achievement self-reliance.

Support for the curriculum

- Deliver learning activities to pupils focussing on literacy needs, adjusting activities according to pupil need, taking into account the pupil's interests and cultural background.
- To work with the Lead English Literacy Co-ordinator, SENDCO and Level 3 English TA to extend literacy across the curriculum, providing advice and guidance to teaching and support staff.
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Monitor the impact of Core Literacy and interventions on a termly basis in collaboration and record progress and attainment; adjusting groups and teaching strategies as appropriate.
- Provide targeted literacy intervention to enhance learning and improve attainment.

Support for the teacher

- Complete reports on pupil progress and give regular feedback regarding pupil progress, achievements and difficulties. Provide objective and accurate feedback supported by appropriate evidence.
- Communicate with subject teachers to discuss and agree support strategies, differentiation and targeted intervention using specialist knowledge of SEND that impacts literacy, such as Dyslexia.
- Organise the learning environment and develop appropriate resources as required.
- Liaise effectively with parents/carers and participate in feedback sessions/parent consultation evenings.

Support for the school

- Develop and maintain effective working relationships with other staff and parents/carers.
- Attend and actively participate in staff meetings/parents evenings/training days when relevant.
- Support the delivery of training to staff in the development of literacy across the curriculum and specific SEND.
- Contribute to the development of newly appointed Teaching Assistants acting as a mentor on best practice and methods of overcoming difficulties.
- Administer and assess routine tests and invigilate/act as a reader/scribe in exams, both internal and external.
- Assist in the reviewing of EHCPs.
- Be aware of and comply with policies and procedures related to child protection and safeguarding, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate person.

- Contribute to the aims and ethos of the school.
- Undertake shared pastoral responsibility for a mentor group as a co-mentor.
- Support additional in school activities as a staff house member.
- Contribute to the maintenance of a safe and healthy environment.
- Complete any other tasks at the request of the SENDCO, Director of Welfare and Inclusion or Principal.

Knowledge/skills

- Ability to plan, prepare and deliver effective actions for pupils at risk of underachieving with their literacy skills.
- An understanding of SEND which impacts literacy skills that are proven to support pupil progress.
- A working knowledge of SEND Code of Practice.
- Ability to self-evaluate learning needs and actively seek learning opportunities.

Person Specification

Higher Level Teaching Assistant

Literacy Co-ordinator



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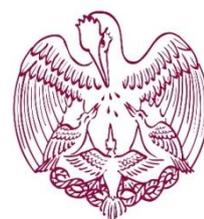
Education	Essential	Desirable
Educated to GCSE Level with a good standard of literacy and general education	✓	
GCSE grade C+/ 4+ in English and Maths	✓	
School support staff qualification		✓

Experience	Essential	Desirable
Experience of working in a school or college context	✓	
Experience of working in a classroom	✓	
Working knowledge of SEND Code of Practice	✓	
An understanding of SEND which impacts literacy skills that are proven to support pupil progress	✓	

Professional Qualities	Essential	Desirable
A high level of organizational ability	✓	
Ability to work well with other colleagues	✓	
Ability to communicate effectively with staff and pupils	✓	
Ability to learn quickly	✓	
Ability to work independently	✓	
Maintain confidentiality	✓	
An interest in education	✓	
Ability to use ICT to support learning		✓
Flexibility in relation to tasks carried out	✓	
Ability to self-evaluate personal learning needs and actively seek out learning opportunities	✓	
Able to converse at ease with members of the public (i.e. staff, pupils, parents/carers), answer questions and provide advice in accurate spoken English	✓	
Ability to plan, prepare and deliver effective actions for pupils at risk of underachieving with their literacy skills	✓	

Personal Qualities	Essential	Desirable
A commitment to safeguarding and promoting the welfare of children	✓	
Energy and enthusiasm	✓	
Confidence	✓	
Resilience	✓	
Good sense of humour	✓	
Ability to remain calm in difficult situations	✓	
Ability to work as part of a team	✓	
Excellent attendance and punctuality	✓	
A liking and respect for young people	✓	
Appropriate professional relationship with colleagues and children	✓	

Application instructions and further information



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How to apply

1. Complete the application form. This is available to download from our website at www.sawstonvc.org/staff-and-governors/vacancies. CVs will not be accepted.
2. Write a letter of application to the Principal, Jonathan Russell, of no more than one side of A4. See the Letter to Applicants in this pack for details of what to include in your letter.
3. Email your completed application form and letter to Louise Milne, HR Officer, at jobs@sawstonvc.org no later than 9.00 am on Monday 7 September. Include the vacancy job title in the subject line. Attach your application form and letter as pdfs. Do not send hyperlinks or other file formats.
4. References will normally be taken up for shortlisted candidates prior to the interview date. If you specifically indicate that you do not give consent to contact a referee prior to interview then the reference will only be taken up if you are successful at interview.
5. Please read our privacy notice for job applicants and our recruitment and selection policy on our [vacancies](#) page.
6. If you have any queries about the application process please contact Louise Milne, HR Officer, at jobs@sawstonvc.org.

Find us

Directions to the College can be found [here](#).

Ofsted

Read our most recent [Ofsted report](#).

Professional development

Sawston Village College is a member of:

- The Anglian Learning multi academy trust www.anglianlearning.org
- CASSA – the Cambridge and Suffolk Schools Alliance www.cassateaching.co.uk

