



# Higher Learning Teaching Assistant ASAP

LBR Scale 6, Points 18-20

£34,416 - £35,448 (FTE)

£29,346 - £30,226 (Actual Salary)

## Application Pack



# Wanstead High School

Education with Character

Redbridge Lane West, Wanstead, London E11 2JZ

- Tel: 020 8989 2791 • Email: whs@wansteadhigh.co.uk
- Website: www.wansteadhigh.co.uk



Headteacher: Miss E Hillman

**December 2024**

Dear Prospective Candidate

Thank you for showing an interest in our school.

I have been Headteacher since September 2022, and am loving the school, the pupils and the commitment to 'Education with Character'. This is a great place to be, with great staff, a welcoming atmosphere, opportunities for growth and development via a robust CPD programme at all levels, and strong links with local schools; including being part of the Seven Kings Teaching Alliance. Behaviour for learning is very good and pupils are polite, engaging and motivated. They really are truly amazing young people with bags of character and creativity.

The school is 100 years old this year and we strive, as then, to be the best local school for the community, providing unparalleled opportunities for our pupils to find their interests and develop a passion for learning, as well as growing to be lovely human beings! The school is clear about its development priorities and aspires to be outstanding in all areas over the next 3-5 years. This is currently a 'good' school and we are clear about our strengths and areas for development. We seek to enable all pupils to achieve the highest academic standards, with a particular focus on narrowing the disadvantaged gap and continuing to develop adaptive teaching. We encourage you to visit or call and learn more about the school and get a better understanding of what we are, what we stand for and the journey we are on.

We introduced a new Behaviour Policy last year, which is being further embedded this year, and have bold plans ahead to ensure all our young people are supported and developed during challenging times and a growing backdrop of mental health needs. We are exploring exciting new models of monitoring, evaluation and review and appraisal to make sure staff really do grow and develop - a high challenge, low threat approach supported by line management and instructional coaching. This is an exciting place to grow and develop as a teacher, staff member or leader.

Whilst we want to ensure change as per our School Development Plan, we are also committed to ensuring this is a truly great place for staff to work - we constantly consider well-being and offer great perks for teachers like the opportunity to leave school if staff have free periods for the rest of the day, as long as directed time is made up elsewhere. We also offer free tea and coffee in the staff room and are looking to develop a much more active staff social life in the future for those who like this sort of thing!!

Due to the increase in numbers of SEND children and the associated funding, we are looking to increase the capacity in the department. We are therefore looking for a flexible, resilient and dynamic professional who enjoys working with young people to join our SEND Team.

Wanstead High School seeks to enable all pupils to achieve the highest academic standards, with a particular focus on narrowing the disadvantaged gap. The current Ofsted grade is "Good" and we need to endeavour to retain this in the next inspection and ultimately aim for the stars!

As outlined above, we welcome visits to the school and I am happy to talk over the phone to anyone about the role and/or school. We currently have a large building project taking place, which will add 14 new classrooms and associated facilities, with a dedicated dining hall and commercial kitchen and the use of a swimming pool on site at certain times of the day via Leisure Centre membership! I hope you will have the vision to look beyond the temporary facade. Please do not hesitate to get in touch and learn more about this amazing school. The summary School Development Plan is available on the website.

Yours sincerely

Emma Hillman  
Headteacher



# Application Requirements

Please write a statement in support of your application.

## **This must address the Person Specification**

Statements in support of your application should be no longer than two sides of A4.

**The closing date for this post is 23:59 on Sunday 05 January 2025**, although outstanding candidates may be interviewed before the closing date.

Completed applications should be returned by email to [recruitment@wansteadhigh.co.uk](mailto:recruitment@wansteadhigh.co.uk).

## **Interviews TBC**

Candidates should be advised that if they have not received a response within 2 weeks of the closing date, they should assume that they have not been shortlisted.

If you would like to speak to the Headteacher or Department Leader regarding this post or if you have any questions, please contact HR ([recruitment@wansteadhigh.co.uk](mailto:recruitment@wansteadhigh.co.uk)).



## Further Information

**Full/Part time:** Term-time only (inc. Inset Days), 36 hours per week

**Start Date:** ASAP

## What We Are Looking For

We are looking for an enthusiastic, diligent and passionate professional to join our SEND Department. We are looking to appoint a candidate confident in helping students aged 11-16 across various KS3 and GCSE subjects and who has the skills to lead a small team of Teaching Assistants to support those pupils with additional learning needs. This post would suit candidates with previous Higher Level Teaching Assistant (HLTA) experience/qualification or those aspiring to gain this.

## What We Offer

This is a great opportunity for an enthusiastic and diligent candidate who is keen to develop their skills in a successful school that will provide great support and encouragement. We offer an outstanding opportunity for the right person to make a real impact on children's lives, and to develop their career in a very pleasant, successful and innovative school. We hope that you will decide to pursue your application and that you will consider a future with us at Wanstead. Whilst you will need to work hard, we value well-being and support all staff with flexible ways of working where possible.

Some of our key benefits are:

- Short walking distance of Wanstead (0.4 miles) and Redbridge (0.6 miles) Central Line stations;
- Close to vibrant high street with cafes, independent shops;
- Close to Wanstead Green and local parks;
- Subsidised access to the Leisure Centre and upcoming Swimming Pool;
- Free parking in the Leisure Centre for staff;

At Wanstead High School, we are committed to staff wellbeing and provide the following benefits:

- Contribution to Eye Care and Cycling Scheme;
- Free access to Counselling Services;
- Free breaktime tea and coffee;
- Termly, free staff breakfasts;
- Catered Inset Days;
- Subsidised school lunches;
- Support of flexible working, where possible;
- Recruitment and Retention;

As part of Seven Kings Teaching School Alliance, Wanstead is able to provide a wide variety of CPD opportunities for staff at all stages of their career, both within Wanstead and the Teaching School Alliance. The post offers an excellent opportunity for the right person to develop their career within an exciting and supportive department and school.

## Headteacher's Welcome From [Website](#)

I am an experienced and successful Headteacher having been Head of Heathcote School for 5 years prior to joining Wanstead High in September 2022. I have worked for 27 years in, and with, London schools and love the diversity and ambition of young people in our capital city. I have a 14-year-old daughter, and she drives my passion and ambition for children, ensuring that all pupils have an opportunity to be the best they can be; finding their interests and talents and ensuring they are nurtured.

Wanstead High has so many strengths, not least the inclusive and warm ethos, that I have experienced from day one, as well as the strong academic foundations and exam results. In a pre-Ofsted review in September 2023, a Lead Inspector stated that staff at Wanstead High '*hold children's lives in their hands and hearts*'.

At GCSE in 2024, 31% of entries were assessed at grades 9-7, compared to a national figure of 21.7%, whilst 81% of entries were graded at 9-4 compared to 67.4% nationally. Maths and English results were strong with 65% of pupils achieving a grade 5 or above in Maths and English and 83% a 4 in both subjects. Provisional progress score for GCSE is 0.27.

At A level, there is still some work to do to ensure the best and most consistent outcomes in all areas but there were some excellent subject results.

There was so much positive feedback from our pupil survey in July 2024, for example, one pupil said that what they love most about the school is that 'All the teachers care about how you feel and how you are progressing in class.' Others loved the 'lunch, staff, food, opportunities' and 'the learning in which teachers make the learning most effective and find fun ways to learn to encourage children.'

Parents also rate highly the discipline, diversity, friendship, good education, care from staff and inclusive approach and nearly 90% agree or strongly agree that their child is happy in school. In addition, 90% of staff agree or strongly agree that they really enjoy working at the school.

Some other feedback from pupils that helps to get a better understanding of what the school is about:

- ★ *'The ability to feel accepted.'*
- ★ *'The school achieves good results and there are kind, caring and patient students in the community - you give the school a good reputation.'*
- ★ *'I am proud of being a part of the Wanstead High Community because I am able to learn with the best teachers and I have many learning opportunities to help build a great future.'*
- ★ *'Dance and music opportunities.'*
- ★ *'Definitely the togetherness we have at this school, and it's a really inviting atmosphere.'*
- ★ *'The way how the school runs and makes me feel as if I belong here.'*
- ★ *'Everyone is very nice and supportive especially teachers.'*

★ *'Safety and kindness.'*

★ *'How close we all are and how much we all support each other.'*

★ *'Being part of a lovely including space where you feel that you can openly talk about your thoughts and feelings, and you feel supported by all members of staff.'*

We know we are not yet perfect, but we will never rest on our laurels. Leaders at all levels in the school are reflective and honest and able to forensically analyse what needs to happen to continually grow and improve. We also encourage feedback to ensure we listen to the voices of our stakeholders. The staff are passionate and dedicated subject specialists, committed to providing 'education with character' for all and capable of ensuring the best quality learning and teaching and results for pupils. It is vital that all pupils have the same opportunities and chances to reach their potential, and we address areas where this is not the case.

We strive to ensure the curriculum is rigorous, but also romantic, and engages pupils at all levels, as well as being diverse and forward-thinking. I am passionate about developing the full person, ensuring enrichment opportunities for pupils of all ages, and enabling excellent mental health and well-being, supporting pupils and staff still, in some cases, affected by after-effects of Covid and for the community to continue to grow and flourish.

## School Information

Wanstead High School seeks to enable all pupils to achieve the highest academic standards. Our Progress 8 score has been positive and above average for the past 3 years, and in 2024 is provisionally +0.21. We have significantly narrowed the disadvantaged gap over the last year and are now looking to sustain this moving forward.

A large number of our pupils stay on to the Sixth Form and the majority of these gain entrance to universities and other centres of Higher Education, and we also recruit a substantial number of post-16 pupils from the surrounding area.

Our latest OFSTED report confirmed that we are “Good” in all areas.

The school is maintained by the London Borough of Redbridge and is situated in a residential area near Epping Forest, served by the London Transport Underground Central Line and the M11 motorway. It is, therefore, both within easy reach of central London and out-lying areas such as Essex and Hertfordshire.

There are currently approximately 1438 plus pupils on roll including 250 pupils in the Sixth Form. Currently there are 150 teaching and support staff. Eight forms of entry (240 pupils) are admitted at Year 7. The school encompasses a rich social and cultural diversity and 35% of pupils speak English as an additional language. There are over 35 languages spoken by the pupils. The school is heavily oversubscribed.

All pupils wear uniform except in the Sixth Form where pupils are required to wear tailored clothing. After much liaison with 40 linked primary schools (7 main feeders), pupils join one of eight mixed ability tutor groups and the school seeks to maintain the composition of this and the association with the same tutor throughout the pupil's career. The year based pastoral system is central to the discipline and wellbeing of the pupils. Tutors are led and supported by an experienced team of pastoral heads.

The school has some very good facilities, including a good Sixth Form Centre with state of the art study facilities; ten well equipped Science laboratories and a purpose built theatre, a dance studio and music suite. Considerable refurbishment has taken place over recent years, with work still on-going. The school is well-resourced with IT equipment. There is currently a new build project which you will see if you visit - this will be a new Humanities Block and swimming pool and is therefore a joint enterprise between Leisure and Education. This does impact the day to day running of the school and we are very much looking forward to its completion.

The school's sports facilities are used as a local Leisure Centre, which serves the community in the evening, but which is part of the school during the day. It comprises 4 squash courts, a sports hall, a gymnasium, a multi-purpose sports hall, a fitness training room and a floodlit play area.

# School Vision and Aims

## Who Are We?

Wanstead High School is a modern, forward-looking school with traditional values maintained over the last hundred years. We seek to provide the best, most inclusive, local education for all our pupils and a thriving and collaborative environment for staff, ensuring no one is left behind. We seek to develop a passion for learning which promotes academic and career success, happiness, personal growth and confidence whilst ensuring everyone is safe and everyone is able to benefit from the right help when they need it.

We all achieve in our learning community by being:

- **Ready**
- **Respectful**
- **Responsible**

## What Is Our Vision?

A school that creates.....

- A love and passion for creative and collaborative learning - inside and outside of the classroom - which is encouraged to drive progress and ambition within our school: staff, Governors and pupils alike.
- A curriculum on offer that is engaging, relevant, broad and balanced and is implemented equally for every pupil in every classroom.
- The development of character is fostered in all areas of school life and pupils develop to be kind and respectful of others views and opinions and nobody tolerates bullying or discriminatory behaviour. Pupils also strive to achieve specific character virtues that they have chosen, including integrity and teamwork.
- All pupils are challenged consistently to excel in everything they do, from academic study, sport, artistic skill, through to their personal and group behaviour and attendance.
- Pupil, parent and staff voice and strong relationships help to shape our values and development.

## Our Learning Community

- A Wanstead High pupil will develop to be a happy, kind, safe and well-rounded character, able to self-regulate, who has been encouraged, supported and challenged in school to maximise opportunities in all areas. They will be able to make confident, positive and informed choices about their life and role in British society beyond Wanstead High School.
- A Wanstead High parent/carer will support the school at all times and be secure in the knowledge that their child will be treated as an individual, exposed to knowledge, skills and character development in an innovative and forward-thinking way and will be supported on the journey from childhood to a confident, successful and happy adult life.
- A Wanstead High School staff member will be given the opportunities, space and support to become reflective, passionate, energetic and positive about their role, always looking to collaborate, grow and develop and expand their experiences both inside and beyond our learning community.
- A Wanstead High School Governor will be enthusiastic, well-informed and motivated to challenge and support our learning community to deliver our vision and values in a productive, successful and collaborative way.



## School Ethos

We expect our staff to:

- Play a full part in the life of the school community, supporting its distinctive vision and ethos and leading staff and pupils in doing the same
- Actively support the school's corporate policies and aspirations
- Adhere to the staff professional code of conduct as developed collectively by staff
- Comply with the school's Health and Safety Policy and undertaking risk assessments as appropriate
- Check emails on a daily basis to keep up to date with issues communicated within the school.

All staff are expected to behave in accordance with the school values and a culture of high challenge and low threat.

## School Site and Accessibility

Wanstead High School is committed to providing an inclusive and accessible environment for all members of our community. We recognise the importance of diversity and strive to create an atmosphere that accommodates individuals of varying abilities.

While we are actively working towards improving accessibility, it is important to note that currently, certain areas of the school are not wheelchair accessible. We estimate that approximately 70% of the school premises may pose challenges for individuals using wheelchairs.

We encourage candidates to inform us of any specific accommodation needs during the application process. We are committed to working collaboratively to provide reasonable accommodation that facilitate equal participation in the recruitment and employment process.

Wanstead High School is an equal opportunity employer and encourages applications from individuals of all backgrounds, including those with disabilities.

## Safeguarding

Wanstead High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share in this commitment. This post will be subject to an enhanced DBS check and Overseas Police checks, if applicable. Online searches will also be carried out for shortlisted candidates.

Successful candidates will undergo full Safer Recruitment checks including, if applicable, Children's Barred List check, Right to Work check, Qualifications check, Section 128 check, Prohibition from Teaching check and Professional References.

Shortlisted candidates are aware that their applications and data submitted will be kept on file for a period of 6 months and will not be disclosed to any third parties without their consent.

## JOB DESCRIPTION



<b>Job title</b>	HLTA - Higher Level Teaching Assistant (Level 4)	<b>Grade</b>	LBR 6, Points 18-20 £34,416 - £35,448 (FTE) £29,346 - £30,226 (Actual Salary)
<b>School</b>	Wanstead High School		
<b>Reports to</b>	SENDCo		
<b>Responsible for</b>	Allocation and checking of work for up to five (Levels 1–3) Teaching Assistants		
<b>Hours</b>	36 hours per week, Term Time only + 5 days Inset		
<b>Purpose of job</b>			
<p>To undertake the tasks, duties and responsibilities as directed by the SENDCo/Deputy SENDCo, specifically supporting, and/or being a keyworker for pupils in a particular year group with SEND and the management of other teaching assistants including allocation and monitoring of work, performance management and training, as well as any other duties as an HLTA.</p> <p>The HLTA role will also include a higher level of responsibility for organising and delivering intervention classes or small groups on a regular basis as appropriate or determined by the need of the cohort. The HLTA will need to be the school's representative at certain meetings or reviews, including Annual Reviews.</p> <p>There may be other tasks or responsibilities that the SENDCO deems to be appropriate. Occasionally, an HLTA may need to cover a whole class in certain circumstances but would not be the norm.</p>			
<b>Main duties and responsibilities</b>			
<p><b>Allocated Intervention type:</b></p> <ul style="list-style-type: none"> <li>● Use subject specific specialist skills, training and/or experience to support pupils to improve literacy/ numeracy/ SALT/ exam skills/ exam access/ Social skills/ or other as required;</li> <li>● Manage, plan and deliver group and individual and/or group interventions using appropriate resources;</li> <li>● Track pupil progress and analyse impact of intervention and report to stakeholders as necessary;</li> <li>● Ensure targeted pupils are able to access these intervention programmes and are allocated according to need;</li> <li>● Keep updated records of pupil progress and report on pupil progress in line with school systems;</li> <li>● Liaise with teaching staff, heads of department regarding pupils' needs;</li> <li>● Attend internal and external meetings that relate to pupils accessing support;</li> <li>● Support pupils consistently, whilst recognising and responding to their individual needs;</li> <li>● Assist with the development, reviews and implementation of EHCPs, or pupil profiles for allocated year groups.</li> </ul> <p><b>Support for Pupils:</b></p> <ul style="list-style-type: none"> <li>● Develop relationships with parents and enable them to support their child's SEND needs through Parent's Workshops, Evenings, etc;</li> <li>● Liaise sensitively and effectively with parents/carers, and participate in feedback sessions/meetings with parents with, or as directed;</li> </ul>			

- Work with the SENDCO to ensure SEND pupils have a smooth transition between each key stage;
- Act as a key-worker for specified pupils in a particular year group;
- Monitor the progress of the pupils with SEND and identify gaps for intervention, providing feedback in relation to progress and achievement to relevant people around the pupil;
- Establish productive working relationships with pupils, acting as a role model and setting high expectations;
- Attend internal and external meetings regarding pupils with SEND accessing support;
- Contribute to the quality assurance processes for the SEN Department, including monitoring logs;
- Review SEND provision for each pupil on the SEND register on a termly basis, involving parents in this process.

#### **Support for the Curriculum:**

- Support the SENDCO with ensuring special arrangements for exams are in place;
- Liaise with relevant external agencies and other schools to ensure best practice for targeted pupils;
- Support the use of IT in learning activities and develop pupils' competence and independence in its use;
- Determine the need for, prepare and maintain general and specialist equipment and resources.

#### **Support for the Teacher:**

- Work with the teacher in lesson planning, evaluating and differentiating lessons/work plans as appropriate;
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against predetermined targets and outcomes;
- Provide objective and accurate feedback and reports, as required, to the teacher on pupil achievement, progress and other matters, ensuring collation of relevant evidence;
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews systems and records as necessary;
- Undertake marking of pupils' work and accurately record achievement/progress;
- Meet with teaching/department meetings, as part of the quality assurance schedule to ensure best practice;
- 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;
- Administer and assess routine tests and invigilate exams/tests;
- Provide general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities etc., and support with online learning;
- Provide whole class cover, if necessary in specific and exceptional circumstances.

#### **Support for the School:**

- Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;
- Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop;

- Contribute to the overall ethos/work/aims of the school;
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support pupil progress and achievement;
- Attend and participate in relevant meetings as required for the allocated year group;
- Participate in training, other learning activities and performance development, as required;
- Provide appropriate guidance and supervision and assist in training and development of staff as appropriate;
- Supervise pupils on out of hours clubs, visits, trips and both internal and external school activities as required.

**Line Management responsibilities (where appropriate):**

- Line manage other teaching assistants;
- Undertake the appraisal process for teaching assistants;
- Liaise between managers/teaching staff and teaching assistants;
- Hold regular team meetings with managed staff;
- Represent teaching assistants at teaching staff/management/other appropriate meetings;
- Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants;
- Manage the daily timetable for the TAs in the allocated year group.

**The above-mentioned duties are neither exclusive or exhaustive and the post holder may be required to carry out other duties as required by the service.**

Name of post holder:

Date:

Signature:



**PERSON SPECIFICATION  
HLTA - HIGHER LEVEL TEACHING ASSISTANT (L4)**

London Borough of

**Redbridge**



<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	
<ul style="list-style-type: none"> <li>● GCSE Maths and English, minimum grade C, or equivalent</li> <li>● Evidence of recent professional development</li> <li>● HLTA qualification (Level 4) or willingness to complete further training</li> </ul>	<ul style="list-style-type: none"> <li>● First Aid Qualification/ training</li> <li>● A degree in relevant subject</li> <li>● Level 4 HLTA Qualification</li> </ul>
<b>Experience</b>	
<ul style="list-style-type: none"> <li>● Relevant, recent experience in a secondary school</li> <li>● Evidence of working with pupils with a variety of special educational needs</li> <li>● Experience of working successfully as part of a team</li> </ul>	<ul style="list-style-type: none"> <li>● Experience of working with parents/carers and other agencies</li> <li>● Experience in line management or coaching others</li> <li>● Experience in delivering a structured or evidence informed intervention e.g Catch up Numeracy, Zones of Regulation</li> </ul>
<b>Skills, Knowledge and Understanding</b>	
<ul style="list-style-type: none"> <li>● Sound understanding of quality teaching, responsive teaching, planning and assessment for learning</li> <li>● Understanding of strategies to ensure inclusion, access and diversity</li> <li>● Clear and comprehensive record keeping</li> <li>● Awareness of the range of strategies to address differing needs in a mixed ability classroom</li> <li>● Understanding of target setting and action plans</li> <li>● IT skills and ability to use it effectively in teaching and data entry/record keeping</li> </ul>	<ul style="list-style-type: none"> <li>● Awareness of developments in the National Curriculum and other statutory requirements at KS3-KS5</li> <li>● Knowledge of SEND Code of Practice and statutory requirements</li> <li>● Knowledge and understanding of assistive technologies e.g. immersive reader, CENMAC</li> </ul>
<b>Personal Qualities</b>	
<ul style="list-style-type: none"> <li>● Excellent verbal and written communication skills</li> <li>● Ability to inspire, challenge and motivate</li> <li>● Ability to maintain professional integrity, even when under pressure</li> <li>● Flexibility and resilience</li> <li>● Ability to prioritise and manage time effectively</li> <li>● Emotional intelligence</li> <li>● Reliability, honesty and trustworthiness, demonstrating highest professional standards</li> <li>● Commitment to ongoing professional and personal development</li> </ul>	<ul style="list-style-type: none"> <li>● Ability to identify own targets and areas for professional development</li> </ul>