



Candidate Information Pack

Higher Level Teaching Assistant/Teaching Assistant

For September 2024

Closing Date:

Monday 13 May 2024 (9AM)

Interviews

w/c 20 May 2024



Join one of the highest performing all-girls' schools in the North West

Thank you for your interest in the position of Higher Level Teaching Assistant at The Queen's School. **This is a wonderful and exciting opportunity to work in a thriving school with ambitious plans.**



The Queen's School is an all-girls, academically selective independent school and we are looking for a Higher Level Teaching Assistant/Teaching Assistant. The successful candidate will provide essential emotional and learning support to pupils who need additional help to access their education and become highly successful. As well as support pupils to move around the school site and other personal care needs assessed on an individual need basis.

They should be enthusiastic and passionate, with the ability to inspire pupils to achieve the highest possible standards both academically and personally. We are particularly keen to hear from people with experience of supporting young people with autism, dyslexia or physical needs however the key factor is that you can communicate effectively with young people so that they can express their needs in order for the wider school community to be able to meet them.

A small school for girls, we are big and brave in attitude and ambitious in all we do which is why the school and the girls thrive. It is the amazing sense of community that flows through our School, right from Reception to Year 13 when pupils leave us ready and prepared to take on the world, that makes Queen's such a supportive, vibrant, and wonderful place to learn and work. To learn more about what makes our school unique, I encourage you to take a look at our website, www.thequeensschool.co.uk where you will find a wealth of information about all we do.

We hope that having read this brochure you will be encouraged to apply.

Joanne Keville
Headmistress

May 2024

JOB DESCRIPTION

Job Title Higher Level Teaching Assistant/Teaching Assistant (30 hrs per week, term time only)

Responsible to: SENCO

Objectives of the post:

To provide essential emotional and learning support to pupils who need additional help to access their education and become highly successful. As well as support pupils to move around the school site and other personal care needs- assessed on an individual need basis.

Key responsibilities:

1. Supporting students

- Building rapport and trusting relationships with the girls you are working with. Warm, friendly and supportive.
- Work flexibly to ensure pupils with EHCP's receive the support they require.
- To use a person-centred approach to enable pupils to achieve personal goals and meet high expectations.
- Provide in-class support, working alongside teachers to determine how to best enable girls to make progress.
- Plan and deliver 1:1 or small group interventions to develop girls' literacy, numeracy or social/emotional skills.
- ELSA qualification or similar is welcomed but not required to support with emotional literacy interventions and check in's.
- Act as a point of contact for parents of key pupils.
- Provide support and supervision to girls with physical needs for example enabling pupils to safely move around the school site.
- Work with pupils to help them understand how they learn best and communicate this to other staff through the creation of one-page profiles.
- Monitor pupil responses to learning activities and accurately record achievements and progress as directed.
- Support pupils who require access arrangements for internal and public examinations e.g. acting as a reader or scribe.
- Promote good pupil behaviour, deal promptly with conflict and minor incidents in accordance with established policies.

2. Supporting the SENCO:

- To assist in the development, implementation, and review of individual Student Support Plans.
- To assist with administrative tasks when appropriate.
- To work as part of a team to support the pastoral and emotion needs of the girls by providing regular feedback, insight and evaluations.
- To contribute, where appropriate, to reviews of students' EHCPs.
- Administering screening tools to identify SEND needs in pupils.
- To support in identifying, running and evaluating appropriate interventions.

3. Supporting the School more broadly:

- To liaise, advise and consult with all staff when necessary.
- To work collaboratively with teaching staff and assist teachers in ensuring quality first teaching is in place.
- Act as an invigilator for internal and external exams.
- Provide cover for absent colleagues.
- To contribute to the ethos of a nurturing and empowering environment for our girls.
- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.

Carry out other associated duties as are reasonably assigned by the Headmistress or other appropriate senior member of staff.

The post holder may also be required to perform any other duties as may be reasonably required as far is relevant to the post holder's grade and level of responsibility, for which the post holder has the necessary experience and/or training. Responsibilities may be subject to review from time to time and amended to reflect changing circumstances.

Person Specification – Higher Level Teaching Assistant (HLTA)/Teaching Assistant

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff

	Essential	Desirable
	<p>These are qualities without which the Applicant could not be appointed</p>	<p>These are extra qualities which can be used to choose between applicants who meet all of the essential criteria</p>
Qualifications	<p>5 GCSEs including English and Maths at Grade C/4 or above or equivalent</p> <p>First aid training or a willingness to complete it</p>	<p>A-Level qualifications or equivalent</p> <p>Formal Teaching Assistant qualification/HTLA status</p> <p>Further professional development in special educational needs/disabilities</p>
Experience	<p>Experience of working with KS3 and/or KS4 pupils with SEND needs – providing in class support and working on a 1:1 basis</p> <p>Planning and delivery of learning activities</p> <p>Effective use of ICT</p>	<p>Delivery of targeted interventions to develop literacy and social skills</p> <p>Working with pupils with physical disabilities</p> <p>Liaison with parents</p> <p>Use of screening tools to identify needs e.g. reading and spelling assessments</p>
Skills and personal competencies	<p>Excellent communication and organisation skills</p> <p>Ability to work under pressure while maintaining a positive, professional attitude</p> <p>Ability to organise and prioritise workload and work on own initiative</p> <p>Approachable and empathetic to the needs of others</p> <p>An ability to relate well to children and develop effective, professional working relationships with adults</p>	<p>Specific knowledge on how to support pupils with social communication needs (Autism)</p> <p>Knowledge of emotionally based school non-attendance</p> <p>Knowledge of emotional literacy strategies</p>
Knowledge	<p>Understanding of strategies to make learning accessible to young people with a range SEND needs</p> <p>Understanding of how behaviour can be a way for young people to communicate their needs and how to respond to this</p>	

BENEFITS

The successful candidate will be offered an attractive and competitive package reflecting the significance of this role. The package will include several other benefits including

- A strong sense of community
- Supportive colleagues
- A competitive salary
- Pension Scheme
- Discounted school fees
- Subsidised meals and refreshments available
- On site parking if required

NOTES

- We hope that this brochure provides you with plenty of detail about the role and the School in general. If, however, you have any other specific questions you would like answered before deciding whether to make an application, please email the Human Resource Department at recruitment@thequeensschool.co.uk

APPLICATION PROCESS

Please read all the information provided before completing your application. All applications should be made electronically.

Key Dates:

- Closing date: **Monday 13 May 2024 (9am)**
- Interviews: **w/c 20 May 2024**
- Start date: **September 2024**

When completing your application, you should submit:

- The School's official application form - available to [DOWNLOAD HERE](#).
- Please note that applications will only be considered on the School's application form.
- A letter of application, (no more than one side of A4) which should include your reasons for applying for the position. This becomes particularly crucial if your situation involves significant factors such as a notable change in pay, a shift in career, or relocation. Please address to the Human Resources Department and submit by **9am on Monday 13 May 2024** by emailing: recruitment@thequeensschool.co.uk.
- Please do not send testimonials, certificates, or examples of work etc.
- It is The Queen's School policy that feedback will not be given following application.





THE QUEEN'S SCHOOL

We are a progressive school, small enough to get to know every pupil, yet big enough to provide a wealth of opportunities well beyond the classroom for every pupil who passes through our doors.

As Cheshire's leading independent girls' school, we are proud of our excellent academic results, careers provision, pastoral care, and abundance of co-curricular activities to suit all pupils. The ISI inspection (2022) - [READ HERE](#) - awarded Queen's the top grade of '**excellent**' in all areas. But we are much more than the grades, accolades, and rating. We are a family and community that cares deeply for everyone.

An academically selective day school for girls aged 4-18, we provide an ambitious, supportive learning environment with limitless opportunities for exploration and intellectual challenge. This is reflected in our three pillars: **Think Independently**, **Aspire Globally**, and **Collaborate Confidently** which underpin all we do as a school. The excellent relationships between pupils, staff, and parents and between the pupils themselves, are a hallmark of the School as is the passion for learning and the focus on the needs of the individual.

Our aim is to empower the girls of today to make a difference as the women of tomorrow, hence our strap line of '**Igniting Her Potential**'. But this is so much more than a strapline; it is a promise we make and fulfil to every pupil who joins our community.

At Queen's we believe in:

- A promotion of self-belief, kindness, independent thinking, collaboration, and emotional intelligence.
- A drive to offer opportunities to develop talents within a culture of excellence and ambition.
- A focus on developing links between the Lower School and Senior School.
- The benefits to girls of single-sex education.

"A **wonderfully empowering environment** in which girls flourish academically but also personally, with **bountiful opportunities** on offer to pursue extracurricular passions and interests of every variety."

THE
GOOD
SCHOOLS
GUIDE



Guidance for the completion of the ‘Personal Statement’ section

This is an important section of the application as it gives you the opportunity to tell us specifically why you think you should be considered for the job, showing how well your skills, abilities and experience meet our requirements. You should give clear examples of impact rather than simply stating that you possess certain skills and abilities or simply outlining all your experiences whether relevant or not. It is also important that you use this section of the application form to outline how you would contribute to The Queen’s School co-curricular programme.

References

Shortlisted applicants are advised that **references will be taken up prior to interview.**

All offers of employment are subject to the receipt of a minimum of two satisfactory references. One of the references must be from your current or most recent employer. If your current/most recent employment does/did not involve working with children, then the second referee should be from the employer with whom you most recently worked with children. If you are or have been employed within a school, then one reference must be from the Head of your current school, or the last school at which you worked. Neither referee should be a relative or someone known to you solely as a friend.

Online Checks

In line with statutory requirements and KCSIE guidance, the School will undertake relevant checks on publicly available online and social media presences. Any concerns or issues arising from the checks will be discussed as part of the Safer Recruitment processes as appropriate.

Shortlisting and Interviews

If you are shortlisted, your visit will involve a brief session with our Human Resources Department, to undertake several checks we are required to carry out by the Department for Education (DfE). These include the requirement for a satisfactory criminal records check at enhanced level through the Disclosure and Barring Service (DBS); and checks to verify your identity, address, right to work in the UK (you will be asked to produce your passport and/or visa before commencing work), qualifications and overseas checks (if relevant). A list of valid identity documents will be sent to you in advance of your interview. Successful candidates will also be asked to confirm that they are medically fit to carry out the duties associated with this post.

During your visit with our Human Resources Department, if you have not done so already, you will be required to sign your application form to declare that the information you have given is accurate and true.

Please notify the School if you have any disability for which special arrangements need to be made for either the interview or if the position is offered.



All interviewees must bring original documents confirming qualifications and professional training, and three identification documents:

- at least two of the following: passport, driving licence photocard, birth or marriage certificate (evidencing change of name)
- and one document evidencing address: driving licence, council tax bill, or recent financial statement or utility bill dated within the last three months.

If you are unsuccessful, please be assured that photocopies of documents taken will be destroyed. Should you have any other questions relating to the post, please contact the School at recruitment@thequeensschool.co.uk

Conditional Offer of Appointment

At Queen's we are committed to safeguarding and promoting the welfare of children and young people. Any offer to a successful candidate will be conditional upon the following:

- Verification of identity;
- Verification of qualifications and professional status;
- Satisfactory criminal records check at enhanced level through the Disclosure and Barring Service (DBS);
- A check against the Barred List;
- A Prohibition from Teaching check;
- A Prohibition from Management check;
- Where the successful candidate has worked or been resident overseas for three months or more in the previous ten years, such checks and confirmations as the School may require in accordance with statutory guidance;
- Verification of the right to work in the UK;
- Receipt of at least two satisfactory references;
- A check for gaps in your employment history;
- Verification of medical fitness - completion of a pre-employment medical declaration;
- Satisfactory completion of the probationary period.

It is the School's policy to employ the best qualified team and to provide equal opportunity for the advancement of our team, including promotion and training, and not to discriminate against any person because of their race, colour, national or ethnic origin, sex, sexual orientation, marital or civil partnership status, religion or religious belief, disability or age

“Parents know that we place the **wellbeing of our pupils at our core** of Queen’s and fundamental to their daughter’s all-round development and success.”



AWARDS

Successes, accolades, nominations, and awards have been many. Below are some of our most recent ones which highlight why we are proud of who we are and what we offer:

- **‘Excellent’ in all aspects of the inspection** - Independent Schools Inspectorate (ISI) March 2022
- **Best Independent Girls’ School** – North West England in 2023 and 2022 - Education and Training Awards
- **Gold Award Green School** - The Woodland Trust in 2023 (acknowledgment of our eco commitment)
- **Most Supportive Independent School** – North West England in 2022 - Lux Life Private Education Awards
- **Gold Standard Careers Provision** – awarded in 2022 – from the Quality in Careers Standard
- **Global Education Excellence Award** – awarded by EF Education

PASTORAL CARE - SCHOOL AND FAMILY TOGETHER

As a school we truly believe in the positive power a strong relationship with parents and our families can bring. Parents know that we place the wellbeing of our pupils at our core of Queen’s and fundamental to their daughter’s all-round development and success. That is why our pupils are confident that their voice will be always heard, and that great interest is always being taken in their learning and their welfare.

SEND PROVISION

Queen’s encourages pupils to **embrace their differences**, to be self-aware enough to know how best they learn, and to never see a disability or a special educational need as a reason to not try something.

All staff are trained in SEND issues and the appropriate referral pathway, with the School employing a fully trained SEND specialist teacher, who deals with a wide range of issues, allowing every pupil to achieve their full potential.

ADMISSIONS & BURSARIES

While Queen’s is an academically selective school that welcomes pupils from a variety of backgrounds, it is potential to make the most out of what a Queen’s education affords that matters most. We offer a bespoke, personalised admissions journey and accept pupils throughout the year, subject to places being available.



PARENTS AND PARTNERSHIPS

We have a wonderfully supportive and active Queen's School Parents' Association (QSPA) who organise a range of social and fundraising events throughout the year, with parents automatically becoming members when their daughters join the School.

At Queen's we are also proud of our long association with the local community, Chester Cathedral, and local universities. The sharing of local facilities is highly valued, and we are keen to maintain and strengthen links with local schools, businesses and charities and attach great importance to delivering on its public benefit commitments.

GOVERNANCE AND LEADERSHIP

The Governors are responsible for the general educational character and aims of the School and for creating and reviewing the Governing Body's Strategic Plan. They also set the fees, oversee the finances, disciplinary and ethical matters, make senior appointments and decisions on major building projects.

There are link arrangements between governors and departments and most governors are assigned to between one and three departments.

The Senior Leadership Team (SLT) consists of the Headmistress, Director of Finance and Operations, Head of Lower School, Deputy Head (Academic), Head of Teaching and Learning, Head of Pastoral Care, Head of Sixth Form and Director of External Relations.

LOCATION AND CAMPUS

A vibrant city with charm and packed full of things to do, Chester is a unique place to live and to work. Set within the glorious City Walls, access to the School could not be easier. Ideally placed in the North West of England, it is less than an hour from Manchester and Liverpool, just a two-hour direct train journey to London and close to both beautiful countryside and the coast of North Wales.