



Notre Dame Catholic College

Candidate Information

Higher Level Teaching Assistant —
Student Support (Permanent)



'Opening Hearts, Minds and Doors'



Notre Dame Catholic College

Letter from our Headteacher

Dear Applicant,

Thank you for your interest in our vacancy. This pack has been designed to provide you with an insight into our culture and our achievements. It is also intended to provide you with the information you need to make an informed decision on applying for the post.

Our Offer

Are you looking to grow and develop as a teacher and as a professional, in a warm and welcoming Catholic school that is genuinely committed to staff training, support and development, in order to provide a first-class education to every child in our College; an education that **opens their hearts, minds and doors** of opportunity, happiness, fulfilment and success?

Do you have a passion to **open hearts, minds and doors** for the young people you teach? Do you have an unwavering commitment to social mobility, achieved through education, first-class teaching and boundless pastoral care? If so, we'd love to hear from you.

Our Ambition

We are looking to recruit an inspirational Higher-Level Teaching Assistant (HLTA) who is dynamic, creative and ambitious. Someone who is dedicated, committed and aspirational to work within our new Resourced Based Provision for pupils who have Social and Communication Difficulties alongside Autism.

In return, we can offer the right candidate the chance to be creative and innovative, and to make a real difference to children's lives. We offer excellent progression and professional development opportunities. We will support you all the way.

We hope this pack answers all of your initial questions, but if not, please do not hesitate to contact us and we will do our best to help. It is extremely

important to us that you feel comfortable to proceed, as we aim to make the very best appointment possible.

We do hope you are that special person we are looking for and we look forward to hearing from you.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'P. Duffy'.

Mr P Duffy

Headteacher
Notre Dame Catholic College





Notre Dame Catholic College

Welcome to Notre Dame Catholic College

Opening Hearts, Minds and Doors

Notre Dame Catholic College is an oversubscribed, Roman Catholic school that has educated the children of north Liverpool for over 150 years. We are an inclusive, mixed, 11-19 school of 930 boys and girls (including 120 students in our Sixth Form).

We are underpinned by our Catholic ethos and the foundation of the Sisters of Notre Dame. Our mission was perfectly articulated by our foundress, St Julie Billiart, almost 200 years ago, when she said “teach them everything that is necessary to equip them for life”.

We are located in the heart of the city on Great Homer Street. The proportion of disadvantaged students is well above the national average and the proportion of pupils with SEND is above the national average. The proportion of pupils who have an education, health and care plan is currently below the national average but increasing steadily.

Staff and students are fortunate to benefit from state-of-the-art facilities and premises. In 2013, the College moved from its historic home on Everton Valley, to its new home on Everton Valley.

In 2019, the College was judged to ‘Require Improvement’ in our most recent Section 5 Ofsted inspection. Since then, the College has secured improvements in outcomes at both GCSE and A Level and has worked tirelessly to address the areas for development outlined in the inspection report. College leaders, governors and staff continue to implement its rigorous plan to restore its previous ‘good’ judgement and to continue to provide the very best education for its students.



Notre Dame Catholic College

Letter from our Directors of Behaviour

Dear Applicant,

Thank you for your interest in the role of Higher-Level Teaching Assistant at Notre Dame Catholic College. We are delighted, to offer a unique role within our Inclusion / Behaviour team, which will involve supporting pupils in our college who have individual, social and emotional and academic needs. The basis of our support will come from the Thrive Approach model. You do not need to be trained as a Licensed Thrive Practitioner but it is favourable if you are or are familiar with the theory and philosophies of Thrive Approach.

The advertised role is a chance to join an established and growing Behaviour team with a passion for supporting students in their social and emotional development. Over the past year, we have been on a journey of improving the inclusion support and offer for our students and we strive to become even better in the coming years.

There have been substantial investments in the infrastructure within the school, including the introduction of 'The SUITE', a supportive room where we offer bespoke interventions and support with academic work, which support our pupils with their dysregulation and readiness for engaging with the curriculum and the wider school.

This role will enable you to support our pupils in every aspect of social and emotional dysregulation at Notre Dame Catholic College, whether this be in the main school body or one to one support in the SUITE. You will also liaise with our behaviour team and members of the SENCO department.

This is a very exciting time to be joining the team at Notre Dame Catholic College. This is something unique that as a team we can build and grow into the future and as an opportunity will offer many possibilities for personal and professional development. Please do not hesitate to contact should you have any further queries about the role.

Yours sincerely,

Matt Campbell & Damian McKeon
Directors of Behaviour at Notre Dame Catholic College



Notre Dame Catholic College

Job Description

Post Title:	Higher Level Teaching Assistant (THRIVE)
Working Time:	Monday to Friday 20 hours per week 10am-2.00pm (term time only)
Salary:	PASS 5: Points 9-14, £10,446 - £11,534 (term time only)
Responsible to:	Inclusion Manager / Directors of Behaviour
Responsible for:	Supporting pupils within a Resourced Provision at Notre Dame Catholic College with their individual and academic needs in the SUITE.
Job purpose:	<ul style="list-style-type: none">• To provide individual and group support for our pupils within the Notre Dame Catholic College Resourced Provision.• To be directly responsible for the day to day running of the SUITE Room;• To support the curriculum provision and learning support for targeted students at risk of significant underachievement, behavioural difficulties, disaffection and/or poor attendance which places them at risk of exclusion from school;• To design reintegration plans to successfully support students back into lessons;• To effectively supervise students in the SUITE and ensure that high standards of behaviour are achieved;• To provide targeted support for students based on the Thrive model of intervention;• To establish productive working relationships with students, acting as a role model and setting high expectations;• To encourage students to interact and work cooperatively with others;• To ensure the effective teaching, assessment, recording and reporting of students in the SUITE, in accordance with school policies and the national curriculum;• To promote independence, resilience and as full as possible integration into mainstream learning environments;• Providing feedback to students in relation to progress and achievement;• To ensure that pupils are robustly assessed and monitored, and their progress is tracked in line with the school's evaluation cycle and reporting periods;

- To keep up to date with initiatives that may impact upon the policy and practice of inclusion in the school, and communicate these changes as appropriate;
- To work closely with the special educational needs coordinator (SENCO) and other key members of staff to contribute to effective provision for pupils with additional needs;
- To liaise and coordinate the involvement of external agencies for additional support, where necessary;
- To have responsibility for safeguarding and promoting the welfare of children and young adults he/she is responsible for, or comes into contact with;
- Undertake training, attend INSET days and carry out relevant CPD to further develop understanding of students' social, mental and emotional health (SEMH) needs and resulting behavioural difficulties;

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.



Core Duties

Support for Pupils	<ul style="list-style-type: none">• To have regard for the safety and wellbeing of the pupil at all times• To work alongside the individual and groups of pupils in activities specified by the class teacher, establishing good relationships and acting as a role model• To encourage inclusion within the classroom• To encourage pupils to interact with others and engage in activities led by the teacher• To deliver lessons and interventions that are bespoke and supportive of pupil's individual needs• To assist in the supervision of pupils on outings or visits• To deliver Intervention Programmes.
Support for Teachers	<ul style="list-style-type: none">• To receive instruction from teachers regarding the daily / weekly programme of activities and events within the Resourced Provision• To set out, prepare, use, tidy and clean equipment after use. Assist in the general preparation and tidying of the classroom under supervision• To be aware of pupils' problems / progress / achievements and report to the teacher as agreed and pass on information from parents / carers• Provide administrative and clerical support e.g. record keeping, photocopying and filing• To assist in the display of pupils' work to reflect their achievement• To assist with tasks within the college's assessment procedures• To work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.• To support the teacher with the preparation and delivery of lessons and sessions that are delivered in the Resourced Provision.• To support the teacher in meeting the provisions set out in pupils EHCPs and also to review these on a regular basis.• To deliver interventions as detailed by external therapists (OT, SALT, EP) to support pupils' provisions as detailed within EHCPs.

<p>Support for the College</p>	<ul style="list-style-type: none"> • To attend appropriate staff meetings as required • To be aware of all Health and Safety issues • To treat all information relating to a child as strictly confidential and to refer all enquiries, other than from professionals, to the Headteacher • To assist with the general supervision of children when required • To be a proactive member of the college and class team • To attend relevant professional development, in order to update knowledge • To promote the policies and ethos of the college • To invigilate in examinations • To support cover lessons.
<p>Support for the Curriculum</p>	<ul style="list-style-type: none"> • To prepare and assist specific activities, supporting pupils to understand instructions in respect of any learning strategies • To support pupils in using basic ICT as directed • To set out and prepare equipment. • To deliver sessions/lessons to pupils within the Resourced Provision
<p>General</p>	<ul style="list-style-type: none"> • Higher Level Teaching Assistants may be called upon to perform other duties that the Headteacher considers reasonable, that are commensurate with the grading and designation of the post.



Person Specification

Knowledge, Qualifications and Experience	Essential (E) or Desirable (D)
Good level of English and Mathematics to GCSE level or equivalent	E
Higher Level Teaching Assistant Qualification	E
Experience of working with SEND pupils within an educational setting	E
To have experience of supporting pupils with Autism and other additional needs	D
Evidence of appropriate professional development (CPD) within SEND	E
Evidence of working with specialised teaching approaches to support pupils with SEND	E
Evidence of implementing multi-agency support plans within the classroom and the wider school to support pupil's development	E
Evidence of delivering interventions in 1:1 or group situations to support pupil's development	E
Evidence of preparing and delivering lessons to groups of pupils or on a 1:1 basis	E
Evidence of developing positive relationships with staff from across a setting to best support pupils' individual development	E
Flexible in their ability to work across the school to best meet the needs of pupils as and when it is needed	E
Evidence of working with challenging behaviour and supporting pupils with their self-regulation	E
Evidence of developing positive relationships with families and providing timely communication about pupils	E
Evidence of positive behaviour support training	D
To have worked in more than one specialist setting and with a range of additional needs	D

Skills and Abilities	Essential (E) Or Desirable (D)
Ability to enthuse and effectively communicate with pupils	E
To be able to communicate with pupils in a way that meets their individual needs, including the use of visuals and potentially working with pupils who are non-verbal	E
A commitment to supporting pupils in a comprehensive school where they are all valued regardless of their abilities and individual needs	E
The ability to deliver interventions within the daily classroom routine to support pupils with their individual needs	E
A demonstrable commitment to equality of opportunity	E
Appropriate ICT skills including those directly related to transference of subject knowledge in a classroom context	E
Committed to maintaining the high standards across the School	E
To be adaptable to the changing needs of pupils throughout the school day	E
A team player	E
The ability to take direction from teachers as and when is needed to best support the pupils	E
To be resilient and to be able to support pupils no matter their needs	E
To be confident in implementing new ideas that best support the pupils	E
Ability to develop and maintain good professional relationships with students, staff and parents	E
A strong commitment to one's own professional development	E
A willingness to become involved in wider School initiatives and activities	E
Punctual	E
Good attendance within current role	E



Policy Statement

This college has adopted the 'Safer School' approach and an ongoing culture of vigilance. We are committed to creating a safer environment in order to safeguard and promote the welfare of our students. We expect all staff, visitors and volunteers to share the same commitment.

We have in place measures that provide a safer environment for students which help to ensure that inappropriate or abusive behaviour is identified and dealt with at an early stage. This includes enhanced disclosure checks carried out on everyone having regular access to students and

- also checks on previous employment records
- checks with job referees
- checks on academic qualifications
- checks on health records and photographic identification
- all appointments are subject to the above checks and references
- all interviews include questions on candidate's child protection awareness.



Safeguarding Statement

THIS IS A SAFEGUARDING SCHOOL

We have a duty to safeguard and promote the welfare of children.

If we have any concerns that a child may be suffering harm, we have no choice but to refer to Social Services when appropriate.

- ❖ The Senior Safeguarding Officer is Mrs E Brennan.

- ❖ The College Safeguarding Team are Mrs E Brennan, Mr A McVerry, Mr D McKeon and Mrs J Littleboy.

- ❖ The Nominated Governor for Child Protection is Sr Maureen Lomax.

- ❖ Copies of the College's Child Protection/Safeguarding policy can be obtained from the college on request.



Notre Dame Catholic College

How to apply

Application forms

- Please complete an application form downloaded from the 'Vacancies' page of the Notre Dame Catholic College website.
<https://www.notredameliverpool.com/vacancies>
- Please also attach an accompanying letter of support, addressed to the Headteacher of the school, maximum of two sides of A4 Arial font 12, addressing the following points:
 1. Why you are interested in the post.
 2. How you feel your experience and effectiveness to date make you a suitable candidate for the post.
 3. What contributions you could make to students' development within our college.
 4. Any particular areas of strength and expertise you have to offer.

Application deadline

Electronic applications should arrive by 8am on Monday 31st January 2022.

Please email applications to:

recruitment@notredame.liverpool.sch.uk with 'THRIVE HLTA' in the subject line. It is anticipated that interviews will take place during week commencing Monday 7th February 2022.

Feedback

We always receive a large number of applications and unfortunately, we cannot provide feedback for applications. If you have not heard from us within three weeks of the above closing date, then please assume that on this occasion your application has been unsuccessful.



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