



Rotherfield
Primary School



Higher Level Teaching Assistant with
Specialism in Music

Newington Green
& Rotherfield Primary School
RTH/245

Closing date: Midnight, Thursday 17th January 2019



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Dear Potential Music Specialist,

Thank you for your interest in working across Newington Green and Rotherfield Primary Schools.

We are schools working in partnership to improve the life chances of pupils in our care, through delivering a rich curriculum and strong pupil outcomes.

Newington Green have had a Music Specialist for many years, and we have developed a specialist music space for the teaching and development of the subject. Specialist Music provision was new to Rotherfield in September 2018, and we are sad that Simon is changing role to manage other commitments.

At Rotherfield we have exciting plans for the development of a teaching space suitable for music.

In this role you will be joint line managed by the Heads of School at NG and RF. You will work with other specialist colleagues in a team across the 2 schools, so you will find our schools supportive, but vibrant and challenging places to work.

There are the following staff across both schools: Home School Worker, Spanish Specialist, Computing Specialist, Art Specialist and Executive Head.

I would really love to have a chat with you about music in our schools. Our staff and children really love music and we need someone to develop music who loves it as much as us!

Please do not hesitate to call me for a chat if you want to find out more!

Best wishes,

Abi

Executive Head



Rotherfield
Primary School

Higher Level Teaching Assistant with Specialism in Music

Salary Range: SO2, spine point 32 - 34

Actual Salary: £28,127 - £29,600 per annum

Full-time 35 hours, Term Time Only

Permanent

We are looking for a candidate to undertake cover for teachers (PPA) whilst developing children's skills in music across both schools. Your working week will be split across both schools.

The role of HLTA will have a major impact on the quality of Teaching and Learning. We are looking for someone who:

- **Has strong behaviour management skills- so that they can work independently across age groups and schools**
- **Has had a least one year's experience of working with primary school age pupils**
- **Has had experience of leading whole classes in music learning**

In return we can offer you:

- Schools committed to your professional learning/development
- A vibrant and creative place to work
- Schools at the heart of their communities

Visits to the schools are actively encouraged please contact the school offices to arrange a time. Our Executive Head, Abi is happy to talk to any candidates about the role, please contact the schools to arrange a discussion.

The successful candidate will be required to work 35 hours per week (8.30-4.30) for 195 days when the schools are open.

Please apply online at [http://jobs.islington.gov.uk/following the jobs link](http://jobs.islington.gov.uk/following%20the%20jobs%20link). If you need assistance please email us at schoolsrecruitment@islington.gov.uk quoting RTH/229.

Closing date for applications: Midnight, Thursday 17th January 2019

Selection held: Week beginning 21th January 2019

Rotherfield and Newington Green Primary Schools committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. An enhanced DBS (Disclosure and Barring Service) with barred list check is required for all successful applicants.



Rotherfield and Newington Green Primary School

JOB DESCRIPTION



POSITION	Higher Level Teaching Assistant (Level 5)
SCHOOL	Rotherfield and Newington Green
RESPONSIBLE FOR	Specialist Subject
RESPONSIBLE TO	Head of School
GRADE	Scale SO2

PURPOSE OF THE POST

All aspects of the job description is to be carried out within a system of supervision by qualified teachers, to be determined by schools prior to employing Level 5 higher level teaching assistants.

To complement teachers' delivery of the national curriculum and contribute to the development of other support staff, pupils and school policies and strategies.

To work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources. Also to supervise whole classes occasionally during the short-term absence of teachers.

To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

Main Duties

Planning

1. Plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.
2. Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need.
3. Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with schools policies and procedures.

Teaching and Learning

1. Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes.
2. Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils.

3. Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities.
4. Support the teaching of the National Literacy Strategy, e.g. by delivering the ALS, ELS, FLS and Progress units to groups of pupils, support the teaching of the National Numeracy Strategy and assist pupils to access the full curriculum. Be familiar with lesson plans, IEP targets and learning objectives.
5. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
6. Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom.
7. To promote the safeguarding of children
8. Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others
9. In accordance with arrangements made by the headteacher, progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present, in line with regulations and guidance under Section 133 of the Education Act 2002 and STPCD 2003.
10. Organise and safely manage the appropriate learning environment and resources
11. Promote and reinforce children's self esteem and independence and employ strategies to recognise and reward achievement of self-reliance
12. Assist the classteacher in encouraging acceptance and integration of children with special needs, or from different cultures and/or with different first language
13. Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

Monitoring and Assessment

1. With teachers evaluate pupils' progress through a range of assessment activities.
2. Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
3. Monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.
4. Assist in maintaining and analysing records of pupils' progress.
5. Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.
6. Support the teaching staff with reporting pupils' progress and achievements at parents meetings which are usually held outside school hours.

Mentoring, Supervision and Development

1. Manage other teaching assistants and undertake recruitment, induction, appraisal, training and mentoring for other teaching assistants.
2. Assist teachers in offering mentoring support and guidance to other teaching assistants undertaking formal training.
3. Offer mentoring support and guidance for older pupils undertaking work experience activities within secondary schools.
4. Support and guide other less experienced teaching assistants' work in the classroom when required and lead training for other teaching assistants.
5. Contribute to the overall ethos, work, aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested.

Behavioural and Pastoral

1. Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
2. Understand and implement school child protection procedures and comply with legal responsibilities.
3. Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.
4. Provide support and assistance for children's pastoral needs, for example, dressing, caring for sick, injured or distressed children.
5. Provide physical support and maintain personal equipment used by the children at the school. Administer medication as agreed.
6. Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
7. Supervise pupils in the playground and plan and organise play time activities.
8. Assist teachers by receiving instructions directly from professional or specialist support staff involved in the children's education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists.

Other

1. Any other duties required by the class teacher, Deputy headteacher, or the headteacher, which is within the scope of this post.
2. At all times carry out duties with due regard to the school's Health and Safety policy.
3. To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.

Reporting to: **Head of School**

Signed ----- Date -----



PERSON SPECIFICATION



POSITION	Higher Level Teaching Assistant (Level 5)
SCHOOL	Rotherfield and Newington Green
RESPONSIBLE FOR	Specialist Subject
RESPONSIBLE TO	Head of School
GRADE	Scale SO2

The person specification sets out the criteria to be used in determining whether an individual is likely to be able to undertake the duties in the job description.

EDUCATION & EXPERIENCE
<ol style="list-style-type: none">1. Meet HLTA standards or equivalent qualification or experience.2. Hold relevant qualifications at a level equivalent to at least NQF Level 3.3. Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C) or NVQ Level 2 (or by test).4. Attend induction training; NLS,NNS, ALS, ELS, FLS training as appropriate and training relevant to the post, including behaviour management and Child Protection training.5. Training in relevant learning strategies e.g. literacy.6. A minimum of two years' experience of working with children (either paid or unpaid capacity) preferably in an education setting.7. Evidence of specialism in specific curriculum areas or areas of particular learning difficulty.
KNOWLEDGE & UNDERSTANDING
<ol style="list-style-type: none">8. Knowledge of the requirements of the national literacy and numeracy strategies.9. Knowledge & understanding of the National Curriculum including the literacy and numeracy strategies.10. Understanding of behaviour management strategies.11. Understanding of First Aid procedures.
SKILLS
<ol style="list-style-type: none">12. Effective oral and written communication skills.13. Excellent interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts.14. Good organisational and time management skills.

15. Sound IT skills to support learning and maintain electronic information systems.
ABILITIES
16. Able to form and maintain appropriate professional relationships and boundaries with children and young people.
17. Ability to organise, lead and motivate a team.
18. Ability and willingness to work constructively as part of a team
19. Ability to supervise pupils effectively both in and out of school in line with the school's behaviour policy.
20. Ability to organise the classroom activities e.g. preparing and setting out resources.
21. Ability to organise the classroom activities e.g. preparing and setting out resources and implementing strategies for T&L.
22. Ability to deal with sensitive information in a confidential manner.
23. Ability to help children and young people to transfer their learning to other parts of their lives.
24. Ability to provide a good role model to young pupils.
25. Ability to work in partnership with parents and teachers.
26. Ability to use own initiative and work flexibly.
OTHER
27. Willingness to attend school training sessions.
28. Empathy with young people facing barriers to their learning.
29. A commitment to helping young pupils achieve, through education and learning.
30. An understanding of and a genuine commitment to Equal Opportunities.



Information about Rotherfield and Newington Green

You can find more information about our schools' from:

<http://www.rotherfieldprimaryschool.co.uk/>

Rotherfield is a vibrant, two form entry school, with Nursery, serving a diverse community in Islington. Rotherfield is situated just off Essex Road in Islington, with good transport links.

Rotherfield is a four storey Victorian building. In the corner of our playground we have kitchen garden beds and fruit trees making our fabulous 'edible garden'. Produce from the garden is used in our curriculum kitchen which was funded and runs in partnership with Jamie Oliver's Better Food Foundation. The school has recently refurbished its EYFS playground and also gets to use some greenspace land opposite the school as an extra playground and outside learning space.

We were rated good at our last inspection (February 2018) and are working hard to continuously improve. Rotherfield is at an exciting phase in its development. We are in a Soft Federation with another Islington School (Newington Green). Our Executive Head works across both schools, and we work closely in partnership with 17 other Islington Schools through a collaborative network called Futurezone.

<http://futurezone.org.uk/>

The very best way to find out if Rotherfield is right for you is to come and visit us! This will give you a real sense of what it would be like to work here. Our Executive Headteacher or Head of School are always delighted to show candidates around and talk informally about posts available.

Why do staff work here?



Lucy

I joined Rotherfield nearly 4 years ago as a Year 2 teacher and I have hugely enjoyed my time here. Throughout that time I have worked with a variety of

excellent support staff and the relationships between staff are friendly and positive, making it a happy place to work.

Having previously worked in Barnet, which is very well respected for its borough support, I was unsure what to expect from Islington. But it has been a fantastic borough to work in. We have regular network meetings where staff from the same year groups gather to discuss and share good practise, as well as supportive visits from borough experts which I know has helped me develop as a teacher.

The children I have taught have always been excited and enthusiastic to learn and through my teaching I feel like I'm having a positive impact on their lives. Children come from a huge range of cultures and backgrounds which makes it an interesting and dynamic environment to teach in.

In my time at Rotherfield I have led the school in 'Art and Environment' as well as now leading 'cooking' which is very high profile at the school. 3 Teaching assistants are trained to cook with small groups of children in the afternoons so that all children who leave Rotherfield have a strong understanding of how to live healthily as well as preparing their own food safely. My role as Art and environment co-ordinator has allowed me to lead some exciting projects that have made the school environment a stimulating and engaging place for children, parents and staff alike. Examples are the recent regeneration of the library, a large playground mural and the stairwell art project where huge panels of wood were painted and designed by children to serve as a permanent display.

Recent changes in timetable have had a really positive impact on learning and I know that other changes are planned to ensure that children at Rotherfield are given an excellent education that equips them well for life.



Ciara

I came to Rotherfield as an NQT about 10 years ago and think so highly of the place that I have not wanted to leave!

The school's location in the dynamic borough of Islington means that it is an interesting and diverse area to live and work in.

In my time at Rotherfield, I have been able to develop professionally through leading a range of subjects including Music, PE and Maths; ultimately becoming part of the Senior Leadership Team, firstly as an Assistant Head and now in my current role as Interim Deputy Head.

The school has a very special community feel, and has become a home away from home for me. There is great parental involvement through the Friends of Rotherfield;

a friendly and hard-working staff and a supportive governing body who really care about the school.

Most of all, the children are wonderful and I consider it a privilege to work at Rotherfield Primary School.

www.newingtongreen.co.uk

Newington Green is a vibrant, two form entry school, with Nursery and two year old provision, serving a diverse community in Islington. The majority of pupils are of minority ethnic origin with Turkish, Somalian and Bengali being the largest ethnic groups in the school. The school has approximately 50% free school meals entitlement and over 25 languages spoken as first languages in the homes of its pupils.

The school has recently finished a multimillion pound refurbishment to the main, and Nursery building. The quality of the learning and working environment is now exceptional. Classrooms have bespoke storage, we have a cookery suite, performance hall, gym hall, dining hall, and group rooms for each year group. In summer 2016 we had our EYFS and KS1 playgrounds redeveloped and the quality of the spaces is fantastic for learning and playing.

On our website you will find many of our school policies. In particular the Learning Policy, Behaviour Policy and Marking and Feedback Policy will help give you an idea of how we work and our expectations here.

We are a school working hard towards being outstanding. We were rated good at our last inspection and in some areas we already demonstrate outstanding practice, such as in pastoral support and child protection.

You will find the school improvement priorities on our website. These priorities link to all staff appraisal objectives and will give you a flavour of what we are currently developing this academic year.

Why do staff work here?



Donna

Before I had even finished a tour of the school I knew that Newington Green was where I wanted to work. This was back in May 2011 and my original feeling still applies. The feeling of 'coming home' when I first began working at the school was built on the strong community feel and the supportive nature of the school; pupils, staff and parents.

My role at that time was as an HLTA (Higher Level Teaching Assistant) working specifically with pupils across phase 2 individually, in groups or as a whole class and working with the TA team across this phase.

Over the years my role has been allowed to grow and develop as I did, building on my skills and nurturing them through targeted support and training. This has culminated in my current position in Newington Green as the ICT lead, providing ICT and Computing across the whole school community. The resources which support this, and the use of technology across the curriculum, are constantly being upgraded, an essential feature in our ever changing world.

Every morning though, even though changes are occurring all around us, I still consider myself privileged to be working with the pupils, staff and parents of Newington Green and long may that continue.



Sue

My children went to Newington Green and did extremely well in their SATS. I believe this school is the hub of the community and I enjoy working here so much that I have done it twice! In 1994 I started working as a Teaching Assistant and learnt so much that I believed I could go back to banking and enjoy it – but I was wrong and I missed the children, staff and the whole community.

In 2004 I came back to work at Newington Green as the School Bursar. I soon loved the school environment, children learning, playing and laughing. I have now been back 10 years and have progressed from Bursar to School Business Manager. The school sponsored my qualification through the National College of School Leadership.

I am not saying it has always been easy- but I have enjoyed the journey from dealing with the school finances to now dealing with every aspect of the school; finance to human resources, children feeling unwell to cuts and bruises! Children make you laugh and bring joy to your life. I can honestly say that it is the only job I have ever done in my life which I have enjoyed this thoroughly. I believe it's a privilege to still be working here and wouldn't change it for the world.



Cheska

I joined the team at Newington Green in 2013 and since then I have developed a wealth of professional skills. Previously, I have led science across the school which has given me the opportunity to work with all members of staff providing feedback, support and training as well as providing training across the borough of Islington. I enjoyed the chance to share ideas and good practice with other leaders as well as implementing these in my own school setting.

In 2015, I was given the opportunity to attend the 'Developing Middle Leaders' course. Shortly after completing this, I achieved the role of Assistant Headteacher and Maths leader at NGPS.

Working at Newington Green has allowed me to develop both as a teacher and leader. Having such a strong and supportive team around me, I have recognised my strengths and been able to work effectively to ensure my practice is always of a high standard.



Rotherfield and Newington Green Primary School

How to Apply

POSITION	Higher Level Teaching Assistant (Level 5)
SCHOOL	Rotherfield and Newington Green
RESPONSIBLE FOR	Specialist Subject
RESPONSIBLE TO	Head of School
GRADE	Scale SO2

Application Deadline

Completed application forms must be received by Midnight, Thursday 17th January 2019. Please note that late applications will not be accepted.

- Please apply online at <http://jobs.islington.gov.uk/disciplines> following the jobs link. If you need any assistance please email schoolsrecruitment@islington.gov.uk quoting reference RTH/245.

Please note that we only accept online application forms. CV's and hard copy applications will not be accepted.

Completing your application

Candidates are asked to complete all the standard information required on the application form, and to submit a supporting statement, addressing all of the criteria identified at application stage.

Selection process

The selection process may have a combination of tasks, activities, assessment tools and interview. However, further information will be provided to the candidates shortlisted for interview.

References

Candidates are asked to ensure that their referees are warned of the need to respond within the timescale set. In all cases at least one professional reference is required. The post will be offered subject to satisfactory completion of pre-employment checks.

Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection