



Stanborough School



HLTA – Mentoring Lead

Information Pack for Candidates

June 2019

Welcome

Dear Candidate,

June 2019

Thank you for your interest in the role of HLTA Mentoring Lead. We are delighted that you see Stanborough as a school where you can make an impact. We know that Stanborough will provide an outstanding opportunity as you seek to make the next step in your career.

Stanborough is an oversubscribed, co-educational specialist Mathematics and Computing 11-18 Academy which has been asked to expand due to local demand for places.

It has been a privilege to lead Stanborough School from September 2018. My team share an educational philosophy which promotes the highest expectations and consistent pastoral care. Our core aim is to nurture enquiring minds and to inspire our youngsters to pursue their dreams, leaving our school ready to excel in a future which has limitless possibilities.

Our aim is simple, we want to be a truly outstanding school in every sense of the word and we want to be confident that our students get the best possible education that is ambitious, varied and stimulating. At the heart of everything we do is a desire to ensure that our students receive the highest standards of teaching and learning.

The successful candidate will be a committed educator with student-centred values, drive, ambition and a genuine love of learning. I would encourage you to visit the school and to meet with me for an informal discussion about this position. This can be arranged by emailing Sheila Delaney, HR Administrator, on sdelaney@stanborough.herts.sch.uk

Thank you for your interest in Stanborough. If you are passionate about education and really feel you can make a positive difference to students' lives then we look forward to receiving your application to join us at Stanborough.



Mrs M John
Headteacher



Stanborough School

Stanborough School is an 11-18 co-educational Academy that sits on the southern fringe of Welwyn Garden City. The school currently has 1096 Students. Due to parental demand for places at the school, from September 2019 we will be expanding to 8 form entry. This will require a substantial amount of new premises work to be completed.

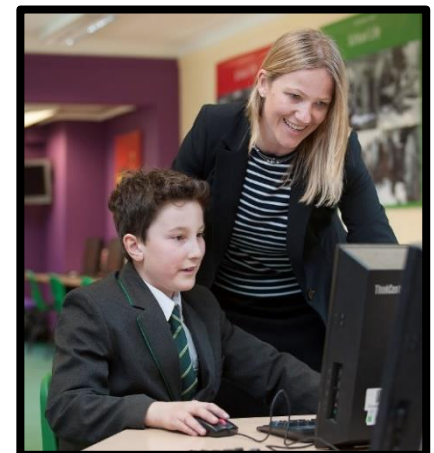
We pride ourselves in being a fully inclusive school that serves our local community and on being a school that does its best for each individual student so they can achieve their potential during their time at Stanborough.

Stanborough is proud of its community involvement. We work closely with the four other local Secondary Schools as part of the Welwyn-Hatfield 16-19 Consortium. We also take a leading role in hosting and developing a number of other key community developments such as the Handside Schools Partnership with a local special school and primary school.

The school boasts excellent facilities including our first-rate IT resources, a legacy of our Specialist Computing Status. With a dedicated Technology block, Sports Hall, Sixth Form Centre and recently refurbished outdoor sports pitches, the students enjoy some outstanding facilities. Our excellent resources in all curriculum areas also show our commitment to giving students a wide variety of curricular opportunities including technology, the performing arts and computing.

Our greatest asset at the school is our staff. We want the best educators for our students and through exceptional retention we have a stable staff with very low turn-over. A number of staff who started at the school as NQTs now find themselves in senior positions at the school.

With the appointment of a new Headteacher from September 2018, this is an exciting time to join the school and become part of an ambitious and hard-working team dedicated to moving the school forward. We are looking for teachers who will embody our four principles of High Expectations; Mutual Respect; Quality Learning and Success for All.



Welwyn Garden City

Welwyn Garden City is a town in Hertfordshire with a population of just under 50,000 people. Welwyn Garden City was the second Garden City to be built, founded in 1920 and it exemplifies the physical, cultural, social and planning ideals of the time it was built.

Location and Transport Links

Welwyn Garden City enjoys superb communication links. Stanborough School sits five minutes from the A1(M) and approximately 10 minutes from the M25. The M1 is only a 30 minute drive away. The train station in Welwyn Garden City is on the main East Coast Line linking Scotland to London and Kings Cross station is a 30 minutes train journey.

Luton Airport is less than 30 minutes away and both Heathrow and Stansted Airports are less than an hour's drive away. The town is also a central hub for local bus services which link it to the rest of Hertfordshire.

Facilities and Amenities

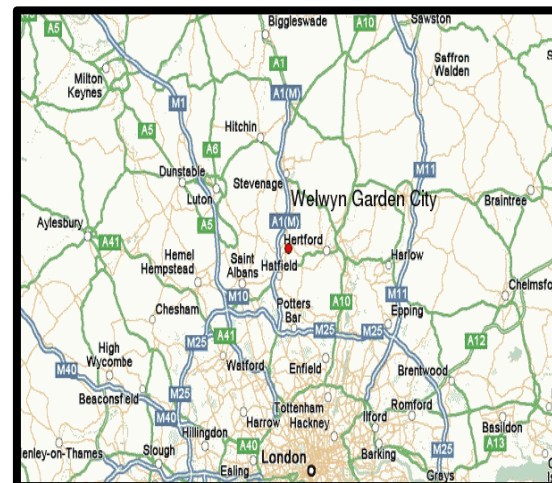
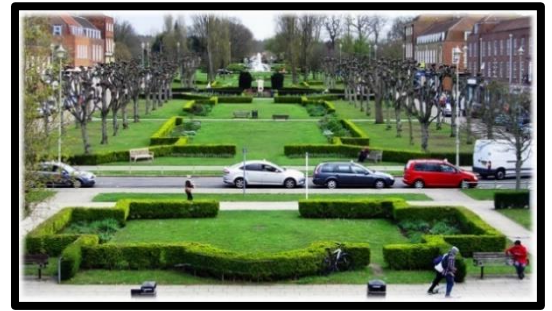
Stanborough School is a two minute walk from the Gosling Sports Park and is only a short car/bus journey to the University of Hertfordshire Sports Village in Hatfield. A range of shops, bars, restaurants and cafes can be found in the Town Centre as well as in the local Galleria shopping centre. St Albans, Hitchin and Hertford are all around 30 minutes away and all offer a range of retail and leisure experiences.

The town also has the QEII Hospital, a theatre, cinema and numerous other cultural and leisure facilities. Stanborough School lies at the southern edge of the town and the school grounds back onto the Stanborough Lakes Country Park.

Housing and Accommodation

A range of accommodation options are available in the local area and there is a thriving rental market. The excellent transport links allow many staff at the school to live in other parts of Hertfordshire as well as North London.

Help and advice can be given by the school if accommodation is required.



Stanborough School Learning Support Department

Stanborough School's Learning Support Department is made up of a dedicated team which includes the SENDCo, a team of HLTAs and TAs, and an admin assistant who works closely with the SENDCo. The team support our SEND students across Years 7-13 in lessons, in one to one and small group interventions, in mentoring and by supporting students in exams.

Each member of staff has a different area of expertise such as EAL, autism, maths etc. The team also work in The Nest, our nurture provision that provides nurture support and a safe space for our vulnerable Y7-9 students. We have a range of support packages that we use with our students such as Spellzone and diagnostic programs such as Lucid.

The department works alongside our Student Support Team which includes Compass, our inclusion base, and our team of support workers which includes two student and family support workers, a counsellor and a Life Coach. We are also the hub school for the Family Support Workers in Welwyn and Hatfield.



HIGHER LEVEL TEACHING ASSISTANT – MENTORING LEAD JOB DESCRIPTION



Grade: H5

Responsible to: SENDCo
Assistant Headteacher

Purpose of your job:

To support students with Special Educational or Learning Needs to enable them to achieve their full potential at school.

To lead on Mentoring within the SEND support team.

Job context and working arrangements

Your direct Line Manager will be the SENDCo under the leadership of the Assistant Headteacher. Your line manager will support with day to day organisation and long term development aspects of your role, working as part of a team for the benefit of the students. Each HLTA has an additional specific responsibility within the team which is described below.

Specific Responsibilities

Mentor Lead: You will be responsible for arranging the appropriate level of mentoring support for students on the SEND register in collaboration with the SENDCo and the Autism lead HLTA as a first line of support for vulnerable students before being referred to other support systems within the school.

How you do the job:

As a knowledgeable and skilful mentor you will:

- Act as a mentor and keyworker for vulnerable students across all age groups.
- Develop the role of the HLTA mentor ensuring that HLTAs have the tools and knowledge to provide high quality mentoring support to vulnerable students.
- Build essential relationships with individuals and their families and ensure other mentors are also establishing this link.
- Write comprehensive pupil passports for vulnerable students and ensure mentors regularly update student passports for their mentees.
- Take the lead in ensuring that mentoring takes place regularly and is of a high quality.
- Support teaching staff to build in strategies which support these individuals.
- Share good practice with your colleagues.
- Ensure that appropriate records are kept of mentoring sessions and that the impact of all mentoring is carefully measured and recorded using the SDQ.
- Organise a timetable of support which fits in with the support timetable.
- Match mentees and mentors based on mutual understanding and the specific skills and knowledge of the HLTA taking account of the needs of the student.

In addition to your Specific Responsibilities you will also be a HLTA for SEN students across the school which will involve:

Supporting the School

- Cover lessons and registration for absent colleagues at allotted times (max 2 per week) in conjunction with the Cover Manager.
- Work at designated times in Compass to support students as necessary.
- Invigilate or support with public examinations as necessary and appropriate.
- Provide pastoral support and mentoring to identify students in conjunction with a designated Year Leader.
- Employ and support additional strategies agreed by the team to support students and prevent underachievement.
- Be aware of confidential issues linked to students/staff and act appropriately, seeking advice if unsure.
- Be a positive role model for students in terms of behaviour, conduct, attendance and work ethic.
- Attend appropriate INSET days and meetings.
- Liaise, advise and consult with other members of the team, other staff in school or outside agencies to support student learning and care.
- Refer students for additional support as appropriate in conjunction with your line manager.
- Maintain and support a positive ethos for learning and care across the school, upholding and enforcing policies and procedures.

Supporting the Student

- To develop a knowledge and understanding of the needs of identified students.
- To promote self-esteem and confidence by developing empathy with the students
- To maximise the learning potential of students by:
 - Helping to clarify and explain instructions
 - Encouraging concentration
 - Helping with the completion of work
 - Assisting with the use of equipment
 - Using appropriate questioning techniques to support learning
 - Meeting physical needs as required whilst encouraging independence
 - Liaising with the subject teacher and SENDCO about student profiles
 - Developing appropriate resources to support students
 - Assisting in weaker areas, e.g. reading, spelling, handwriting, behaviour, presentation etc.
- To develop, in conjunction with the subject leader/ KS leader, clear, rigorous and measurable strategies for addressing student underachievement and implement them.
- Liaise closely with teaching staff to ensure that your support is part of a coherent, structured package to benefit each student.
- Use school tracking and monitoring systems to measure progress and evaluate support.
- Liaise, where agreed, with parents and outside agencies to support students.

Supporting the Subject Teacher

- Plan in advance with the teacher, the short term and long term goals and strategies for supporting each student.
- Work closely with the subject teacher on how schemes of work relate to progress and attainment of each student, advising and supporting the adaptation and differentiation of work to meet the needs of each student.
- Assist the subject teacher with accessing appropriate SEN information
- Help record progress made by the student
- Provide regular feedback about students being supported to the teacher
- Participate in the evaluation of the support programme
- Provide advice to staff on methods of differentiation to help the students to learn as effectively as possible

- Work closely with the subject teacher to understand and support assessment strategies that will enable each student to progress.
- Support students with the completion of controlled assessments, coursework and homework where appropriate.
- Liaise, as appropriate and agreed, with parents and other support services to help focus student achievement in the classroom and with homework.

Knowledge, experience and training:

You will be innovative, energetic and passionate about supporting young people and able to meet the challenge to deliver high quality outcomes. You'll need to be patient, thoughtful and compassionate and able to support and enthuse young people. You will have excellent knowledge and experience of working with vulnerable students in mainstream schools and a passion for delivering outstanding provision for these individuals. You will understand what causes challenging behaviour and have a range of successful strategies which will help you de escalate their behaviour and access the reasons for that behaviour. You will be able to provide support and guidance for your colleagues and be a beacon of good practice. Ideally you will have extensive CPD training, experience and/or a qualification in meeting the needs of vulnerable individuals.

Additional information.

All staff at Stanborough have a comprehensive package of support, training and performance management, giving scope for personal and professional development.

It is a requirement of all staff that they sign the ICT Acceptable User Policy and all staff will be expected to attend Safeguarding and Prevent training.

Whilst every effort has been made to explain the main responsibilities and duties of the post, each individual task to be undertaken will not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. The job description is current to the date shown but, in consultation with you, it may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

June 2019

HLTA Mentoring Lead Person Specification

Qualifications

Essential	Desirable
<ul style="list-style-type: none"> HLTA and/or experience in a support role in an education setting. Experience working with vulnerable students. Understanding of child safeguarding issues and successful measures that promote and ensure the safeguarding of children. 	<p>Evidence of:</p> <ul style="list-style-type: none"> High levels of supporting student learning. Continuous on-going Professional Development. Willingness and desire to undertake further professional development and training.

Knowledge and skills

Essential	Desirable
<p>Evidence of:</p> <ul style="list-style-type: none"> Successful experience in supporting students. The ability to manage behaviour effectively to ensure a good and safe learning environment. Ability to challenge and support all students to do their best. Understanding of different ways of mentoring and supporting students and how this can positively impact students' progress and well-being. 	<p>Evidence of:</p> <ul style="list-style-type: none"> Knowledge of recent initiatives and issues in education. Having an extensive knowledge and well informed understanding of a range of learning, teaching and behaviour management strategies.

Professional Attributes:

Essential	Desirable
<p>Evidence of:</p> <ul style="list-style-type: none"> Holding positive values and attitudes and adopting high standards of behaviour in a professional role. An understanding of and commitment to equal opportunities for all students. Genuine commitment to high quality teaching. 	<p>Evidence of:</p> <ul style="list-style-type: none"> A willingness to participate actively in the life and work of the school to support its ethos and culture.

Personal skills:

Essential	Desirable
<p>Evidence of:</p> <ul style="list-style-type: none"> Highly effective communication skills with both children and adults. Effective time management skills and an ability to meet deadlines and work under sustained pressure. Commitment to implementing whole school policies relating to the safeguarding of children. 	<p>Evidence of:</p> <ul style="list-style-type: none"> Proven track record of successful teamwork.

The above will be evidence by a variety of means including:

Application Form

Letter of application

References

Interview process

How to apply and the Selection Process

12th - 26th June 2019

Application Window

Visits to the school for a tour and a meeting with the Headteacher before applying are encouraged.

26th June 2019

(10 a.m.)

Deadline for applications

Applications should be sent to
sdelaney@stanborough.herts.sch.uk

**Week commencing
1st July 2019**

Formal interview at the school

