

Stephen Perse

Cambridge

Junior School

A photograph of a female teacher with long brown hair, wearing a white long-sleeved shirt and a blue lanyard with a 'STAFF' tag, leaning over a desk. She is looking down at a young girl with dark hair in pigtails, wearing glasses and a pink shirt. The girl is holding a pencil and looking at a book or paper on the desk. The background is a blurred classroom with colorful decorations on the wall.

# Higher Level Teaching & Learning Assistant JD & PS

[stephenperse.com/currentvacancies](https://stephenperse.com/currentvacancies)

# History of Stephen Perse

The Perse Girls School, founded in 1818, evolved into the Stephen Perse Foundation in 2007, and first admitted boys to its Senior School in 2017. Stephen Perse has grown over recent years, adding a co-educational sixth form to its highly successful Senior School in 2008, and four nurseries and early years settings (three in Cambridge and one at Dame Bradbury's in Saffron Walden) between 2010 and 2021. Stephen Perse has been fully co-educational in all settings since 2017 and now comprises four nurseries, two junior schools, a senior school and sixth form.

Predominantly a day school, there are currently 60 (mainly sixth form) boarders. As well as its reputation for academic excellence, Stephen Perse is renowned for an innovative approach to education, and a focus on preparing students for the future.





## Our Mission Statement

At Stephen Perse, our mission is to educate and inspire the contributors to tomorrow's world: intelligent young people with the creativity, compassion, confidence and conviction to question, evaluate and improve society.

## Our Vision Statement

To deliver this mission, our vision is to create and sustain an outstanding educational environment that:

- Fosters modern scholarship through exceptional teaching and a dynamic, flexible and rigorous academic curriculum.
- Provides outstanding breadth of opportunity and quality of experience through a rich and varied co-curriculum.
- Nurtures and celebrates individuality, wellbeing, personal development, and contribution to the growth of others, through superb pastoral care, social and emotional education, and learning support.
- Champions and models equality, diversity and inclusivity, and social and environmental responsibility with a global outlook.

## Our Values Statement

With excellence and creativity in teaching and learning at the core of each of our schools and nurseries, we value the positive difference our students can make in the world through:

- Scholarship and the advancement of knowledge and understanding.
- Kindness, courtesy, inclusivity and collaboration.
- Diligence, independence and self-reliance.
- Humility, reflectiveness and the pursuit of self-improvement.
- Character, individuality, wellbeing and confidence.
- Conserving the environment and living sustainably.

*Welcome from the Principal*

## Richard Girvan

Stephen Perse is a leader in modern independent education, superbly well placed, both to meet the challenges, and to seize the opportunities, presented by its future.



Any school, indeed, any group of schools, is only as strong as its people. Stephen Perse boasts exceptional people across all of its schools and nurseries, and invests in their recruitment, development and empowerment to ensure our pupils benefit from excellent role models, outstanding support and exceptional teaching. As Principal, I consider this investment in our people to be of utmost importance.

At Stephen Perse, all are united in embracing the modern world and in seeking to help our pupils to find and take their place in it, as confident, socially responsible adults. We seek to attract people who are inspired by this challenge, people who share our values, people who are passionate about our collective vision of developing the change-makers of the future.

**Richard Girvan**

*Principal*

# Higher Level Teaching & Learning Assistant Responsible to: Inclusion Coordinator/Head of School

**Location: Junior School, Cambridge**

## Role Description

Assisting in the support and inclusion of pupils with a range of specific provision needs within the school. Support the classroom teachers and Inclusion Coordinator to facilitate the active participation of children in the academic and social activities of the school. Contribute to raising standards of achievement of all pupils.

## Main Responsibilities

### Higher Level Teaching Assistant

#### Support for children

- Under the direction of the Class Teacher or Inclusion Specialist, supervise a class in following a programme of study.
- Take responsibility for delivering learning activities with groups who would benefit from a different learning approach as agreed with the relevant teachers.
- Establish and maintain supportive and professional relationships with individual pupils, small groups and

parents/carers to ensure they understand and can achieve the tasks.

- Liaise with specialist services on behalf of individual pupils, e.g., educational psychologists, speech therapists, by agreement with the Form teacher or class teacher.
- Encourage and promote inclusion in the classrooms, ensuring all pupils feel involved with tasks and activities.
- Ensure the safety of pupils through supervising pupils around the school, during their break times, lunch times and on school trips and visits.

#### Support for the Class Teachers or the Inclusion Specialist

- Contribute to reports on pupil progress and development.
- Contribute to the development of Personal Education Plans (PEPs) for children with special needs and disabilities.
- Contribute to the planning and evaluation of work programs for individual pupils and groups.
- Provide feedback on learning activities

and contribute to the school review and development planning.

- Organise the learning environment and develop appropriate classroom resources as required.
- Contribute to behaviour management both in school and on trips and visits, take charge of situations to allow the teachers to continue to work with the rest of the class.



## Inclusion

### Supporting the pupil

- To develop a knowledge of a range of learning support needs relevant to the school.
- To develop an understanding of the specific needs of pupils to be supported.
- To work independently using own initiative to support pupils when needed.
- To aid the pupil/s to learn as effectively as possible both in group situations and individually, inside and outside of the classroom;
  - Clarifying and explaining instructions
  - Ensuring the pupil is able to use necessary equipment
  - Motivating and encouraging the pupil/s
  - Assisting in areas of specific weakness, such as speech and language or writing tasks
  - Helping pupil/s to concentrate on and finish work set
  - Attending to pupils' personal and health needs
  - Developing appropriate resources to support the pupil/s
  - Assisting in the management of pupils' social interactions and

behaviour

- To establish a supportive relationship with the pupil/s concerned.
- To establish acceptance and inclusion of the pupil/s in the classroom.
- To manage pupil/s as advised by the Inclusion Specialist (SENCo) and class teacher.
- To use methods of promoting/reinforcing the pupils' self esteem.
- To ensure the safety of the pupil/s while in your care.
- To carry out any specific duties as outlined in the pupil/s Personal Education Plan.

### Supporting the Inclusion Specialist (SENCo) and Class Teacher

- To assist the SENCo to develop a suitable programme of support and then carry out the programme, within the classroom or in a withdrawal situation where necessary.
- To maintain the SEND team's system of recording and monitoring of pupils' progress.
- To provide feedback about pupils' difficulties and/or progress to the SENCo and class teacher.
- To write reports about the pupil/s' progress as requested by the SENCo.
- To participate in the evaluation of the

support programme, with the SENCo and class teacher.

- To help adapt/find differentiated materials to enable pupil/s to access the class curriculum.
- To report any problems about arrangements or any incidents to the SENCo, or if unavailable, to the class teacher/Head of School.

### Support for the school

- Develop and maintain effective working relationships with other staff in the School and the parents or carers.
- Contribute to the maintenance of a safe and healthy environment.
- When required attend and actively participate in staff meetings.
- When required attend and actively participate in school events outside of the school day for example concerts, workshops, residential trips and open days.
- When required be flexible in working with other parts of Stephen Perse.
- Make suggestions for school events and help with the organisation of them.

### General Responsibilities

- Act as an excellent ambassador for Stephen Perse at all times.
- Build and maintain good working relationships with all Stephen Perse colleagues.

- Assist as necessary in other Stephen Perse areas at peak times.
- Work at all times towards the aims and goals of Stephen Perse and any individual objectives and targets you may have agreed.
- Proactively identify areas for improvements within Stephen Perse.
- Actively promote Stephen Perse Equal Opportunities Policy, encouraging staff awareness and participation in all areas.
- Act in accordance with the Data Protection principles at all times.
- Adhere at all times to Stephen Perse operational and employment policies and procedures.
- Take care of your own health and safety and that of people who may be affected by what you do (or do not do).
- Cooperate with others on health and safety, and not interfere with, or misuse, anything provided for your health, safety or welfare.
- Follow the training you have received when using any work items Stephen Perse has provided.
- Adhere to Stephen Perse's Privacy Notice and ensure private and confidential data is kept secure and disposed of in the appropriate manner.

This job description is not necessarily comprehensive and the position holder will be required to carry out such other duties as may reasonably be required within the general scope and level of the post.

## Safeguarding and welfare of children

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact, will be to adhere to and ensure compliance with the Stephen Perse Safeguarding and Child Protection Policy statement at all times. If, in the

course of carrying out the duties of the post, the role-holder becomes aware of any actual or potential risks to the safety or welfare of children in the School, s/he must report any concerns

to the School's Designated Person or the Stephen Perse Designated Safeguarding Lead. All employees of Stephen Perse adhere to the Safer Working Practices guidance and all teaching staff are required to adhere to the Teaching Standards which can be **found on the government website.**



# Person Specification

	Essential	Desirable	Assessment Method
<b>Qualifications</b>	<p>Higher level teaching assistant (HLTA) qualification (or equivalent qualification) in Early Years, Childcare or Early Childhood Studies</p> <p>English and Maths, GCSE Grade C (or equivalent)</p>	First Aid Certificate	<p>Application Form</p> <p>Production of the Applicant's certificates at interview</p>
<b>Knowledge &amp; Experience</b>	<p>Previous experience of working in a school or nursery, leading activities for children</p> <p>Digitally Competent in using IT to support Children's learning</p> <p>Ability to complete observations and plan activities that respond to the children's needs</p>	Familiarity with iPads and Google Drive	Application Form
<b>Skills &amp; Aptitudes</b>	<p>Due to our statutory obligations in respect of safeguarding, the ability to read, understand and communicate in English to a sufficient standard to understand these obligations is required</p> <p>Understanding of young children's development</p> <p>Ability to plan an engaging learning environment for young children</p> <p>Ability to relate well to young children</p> <p>Appropriate use of initiative</p> <p>Ability to adapt to changing circumstances</p> <p>Ability to maintain discipline in an age-appropriate way</p>		<p>Interview</p> <p>Professional references</p>
<b>Personal Attributes</b>	<p>Willingness to work as part of a team</p> <p>Really enjoy working with children</p> <p>A sense of responsibility and confidentiality</p> <p>Enthusiastic approach and cheerful disposition</p>		<p>Interview</p> <p>Professional references</p>



## Terms and conditions

All appointments for Stephen Perse are subject to satisfactory reference and disclosure and barring service (DBS) checks, suitability to work with children checks, online checks, proof of identity and eligibility to work in the UK, completion of a medical questionnaire and proof of qualifications.

## Hours of work

The position is term-time only plus 5 INSET days (36 weeks); Monday to Friday 8.00am - 4.30pm (to include support for late stay on site).

## Salary

£22,197 per annum (£25,664 FTE) -  
£23,536 per annum (£27,212 FTE).



## Benefits

- Contributory pension scheme - matching up to 7%\*
- Salary sacrifice tech and cycle to work schemes.
- Life assurance scheme.
- Rail season ticket loan/discount on train travel on Greater Anglia rail services.
- Free lunch and refreshments provided.
- A loan of an iPad, for use whilst employed at the school.
- Annual flu immunisation.
- Parking available at Dame Bradbury's school
- Many of the sites offer covered bike parking.
- Free access to the Cambridge University Botanic Garden.
- Private health and dental plan subscriptions (pro rata for part time).
- A staff discount on School Fees of 25% (pro rata for part time) should staff have a child at any school (from Kindergarten Year upwards) within Stephen Perse.

\*Eligibility criteria applies.

## Privacy Notice

Please see our privacy policy which is available on the recruitment portal.

<http://www.stephenperse.com/recruitment>



Please apply directly by downloading an application form from our recruitment page at [www.stephenperse.com/recruitment](http://www.stephenperse.com/recruitment), or email [recruitment@stephenperse.com](mailto:recruitment@stephenperse.com) to request an application form. Please send completed application forms to [recruitment@stephenperse.com](mailto:recruitment@stephenperse.com). We are unable to accept CVs.

### The Recruitment Process

- Interviews will take place:  
**Week commencing Monday 16  
September 2024.**

**References may be taken up  
before interview.**

### Invitation to interview and recruitment arrangements

Stephen Perse is committed to safeguarding and promoting the welfare of its pupils. Stephen Perse has a statutory duty to apply for DBS clearance and shall ask the successful candidate to complete an online form which must be cleared before the applicant can commence work. Such checks may take up to eight weeks to complete.

Stephen Perse has a legal responsibility to ensure that all its employees have the legal right to live and work in the UK. Therefore, you will need to provide original documents verifying that you are eligible to work in the UK to the interview. Details of these will be provided in the invitation to interview.

All candidates invited to interview must bring the original documents confirming any educational and professional qualifications that are necessary or relevant for the post.





Stephen Perse

Foundation

Stephen Perse (Main Office), Union Road, Cambridge, CB2 1HF

[stephenperse.com](http://stephenperse.com)



Charity No: 1120608