



SGS CREATE

Create your own future



Pre-16 Centre for 14-16 year olds



ABOUT SGS CREATE

Are you ready to embark on a journey with a transformative educational institution in the heart of the South West?

SGS Create, our innovative provision, opened its doors in September 2023, welcoming 80 enthusiastic Year 10 learners. As we continue to expand, we are seeking passionate and experienced educators to deliver a first class, broad and balanced curriculum to our current Year 10 cohort and the incoming students set to join us in September 2024.

We are in search of an outstanding staff to join our team in September 2024. For our teaching roles candidates should demonstrate a good understanding of SEMH and SEND learners, coupled with an empathetic teaching approach. At SGS Create, we prioritise fostering strong connections with both students and parents, making our learning environment and school ethos truly exceptional.

We engage with 14-16 learners who are particularly interested in the creative industries and would benefit from more vocational education as opposed to the standard KS4 curriculum experienced in schools. These learners may currently have become dis-engaged or suffer with anxiety which has led to long-term non-attendance, have mental health concerns, be neuro-diverse or are simply looking for an alternative offer to school.

Our vision is to create an education environment that inspires you to be your best. With an aspirational, supportive and flexible curriculum, for 14-16-year-old learners' needs at its heart, enabling young people to learn skills, gain qualifications, improve confidence, be creative and respectful of their society and the environment to enable progression to the next step in their education.

SGS Create has been described as 'transformative' for its young learners, also 'SGS Create has been courageous for introducing a provision that provides a very good education for some of the most vulnerable learners.'

"I really dread to think what situation we would all be in without the team at SGS Create - the support and acceptance of your amazing team has allowed our daughter to return to education and explore her identity. She has benefited so much and we are so incredibly grateful to you all."

A parent of a current Year 10 student

"Our daughter hadn't attended school for over a year and was suffering from autistic burnout. The friendly and nurturing environment at SGS Create has made all the difference, as now she is happy to go into school every day, which is an amazing achievement."

A parent of a current Year 10 student

Job Description

Job Title	Higher Level Teaching Assistant (HLTA)
School	SGS Create
Reporting to:	SENCO
Main Purpose of the role	
<p>To work alongside the SENDCO and teaching staff to manage the personalised education of SGS Create learners.</p> <p>To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.</p> <p>To provide support for learners, the teacher and SGS Create in order to raise standards of achievement for all, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage students to become independent learners, to provide support for their welfare, and to support the inclusion of students in all aspects of college life.</p>	
Key Tasks / responsibilities:	
<p>The specific duties of the HLTA will be determined by the Headteacher, Deputy Headteacher and/or SENDCo and will depend upon the needs of the learners. These duties will supplement those of teachers and other support staff within SGS Create.</p> <p>Monitoring and Assessment</p> <ul style="list-style-type: none"> Under the guidance of the Headteacher/Deputy Head and SENCO, maintain and analyse records of students' progress. Liaise with professional or specialist support staff involved in the student's education, include social workers, health visitors, language support staff, speech therapists, educational therapists, educational psychologists and physiotherapists. Evaluate students' progress and assess students' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs. Prepare reports of students' progress for end of year reports to parents and annual reviews of EHCPs. <p>Teaching and Learning</p> <ul style="list-style-type: none"> Plan and prepare small class lessons The role might involve covering lessons when staff are absent Develop and prepare resources for intervention lessons in accordance with lesson plans and in response to student needs. Motivate and progress students' learning by using clearly structured, interesting teaching and learning activities. Promote and support the inclusion of students, including those with specific needs, both in learning activities and within the classroom. Use behaviour management strategies, in line with the college's policy and procedures, to contribute to a purposeful learning environment and encourage students to interact and work cooperatively with others. In accordance with arrangements made by the Headteacher/Deputy Head and SENCO, progress students' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present. 	

- Support the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on student progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

Mentoring, Supervision and Development

- Support and guide other less experienced teaching assistants' work in the classroom when required and lead training for other teaching assistants.
- Contribute to the overall ethos, work and aims of the college by attending relevant meetings and contributing to the development of policies and procedures within the college. Also participate in staff meetings and training days/events as requested.

Behavioural and Pastoral

- Understand and implement Safeguarding procedures and comply with legal responsibilities.
- Provide support and assistance for student's pastoral needs in conjunction with the Student Services Manager.
- 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.
- Supervise students at times other than during lessons according to the colleges duty arrangements.

Other Duties

- This job description is not an exhaustive list. The post holder may be required to undertake other duties commensurate with their role as directed by the Headteacher/Deputy Headteacher & SENCO
- An annual review of this job description and allocation of particular responsibilities will take place as part of the Performance Appraisal Policy

Role Dimensions

- Behaviour Management
- Individual and Group Sessions
- Collaboration and Consultation
- Assessment and Progress Monitoring
- Referral and Signposting
- Record Keeping and Documentation
- Academic Support
- Personal and Social Development
- Pastoral Care
- Student Monitoring
- Tutor Group Management
- Communication with all Stakeholders

Key Interfaces

- Students
- Parents of students (both existing and prospective)
- Professional or Specialist support staff
- Teaching Staff
- Headteacher/Deputy Headteacher
- SENCO
- Learning Mentors
- Well-being & Safeguarding team

Supporting College Goals and Values – all roles					
<p>In addition to the particular requirements and characteristics of individual roles, all people employed by SGS College are expected to actively support the achievement of the College's goals and, at all times, both internally and externally, to behave in a manner consistent with the College's mission and values.</p> <p>This means:</p> <ul style="list-style-type: none"> • Performing your role and delivering your service in a way that helps the College achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments. • Promoting the image of the College as one that is committed to the highest standards of delivery and service • Sharing the College's commitment to safeguarding and prioritising the welfare of learners, young people and vulnerable adults and demonstrating it in your day-to-day work. • Sharing and prioritising the effective implementation of the College's Equality and Diversity Policy. • Promoting and implementing best practice in Health and Safety 					
Measurable Performance Standards for this role					
<p>The responsibilities of the post are to be performed in accordance with:</p> <ul style="list-style-type: none"> • SGS Performance Appraisal Policy 					
Level of Disclosure and Barring (DBS) disclosure required					
Enhanced with barred list checks					
Author and Date					
Tom Beer February 2024					
Job Evaluation (<i>for HR Completion</i>)					
Score		Profile		Level	

As the needs of the Trust change, so the above job profile, duties and location of the role within the Trust may be adjusted accordingly.

Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

Person Specification

SGS Create- HLTA

Criteria	Essential	Desirable	Assessed by
Qualifications and attainments			
A qualification in English/Literacy and Mathematics/Numeracy equivalent to at least level 2 of the National Vocational Qualifications framework	✓		Application
Degree in relevant subject		✓	Application
HLTA qualification – or commitment to achieve HLTA qualification	✓		Application
Evidence of commitment to Continuing Professional Development	✓		Application
Further qualifications related to special educational needs		✓	Application
Mentoring and/or teaching assistant qualifications, or a willingness to work towards.		✓	Application
Experience and knowledge			
Prior experience working with children or in an educational setting.	✓		Application/Interview
Experience of supporting pupils with SEND	✓		Application/Interview
Experience of delivering English and/or Maths to groups or whole class	✓		Application/Interview
Experience of working to class teachers plans and working with a range of assessment tools.	✓		Application/Interview
Experience of and commitment to promoting and safeguarding the welfare of pupils	✓		Application/Interview
Understanding and awareness of the needs, aspirations and concerns of families of pupils with SEND/SEMH	✓		Application/Interview
Experience of establishing clear expectations and constructive working relationships through team working and mutual support	✓		Application/Interview
Commitment to an involvement in extra-curricular activities		✓	Application/Interview
Behaviour Management: Experience or knowledge of behaviour management techniques	✓		
Experience of working alongside external providers/outside agencies within a school/college environment		✓	Application/Interview
Skills and abilities			
A personal commitment to working to the highest professional standard promoting a culture of continuous improvement to support the delivery of innovative and responsive services for pupils, young people and families	✓		Application/Interview
Able to relate and communicate with a range of different audiences	✓		Application/Interview
Able to communicate with enthusiasm, integrity, resilience, sensitivity, good humour and energy	✓		Application/Interview
Able to inspire, motivate and support pupils, parents and staff	✓		Application/Interview

Criteria	Essential	Desirable	Assessed by
Able to build and develop teams capable of achieving excellence in goals and objectives	√		Application/Interview
Excellent written and communication skills	√		Application/Interview
Well-developed IT skills	√		Application/Interview
High level of organisational and planning skills	√		Application/Interview
Flexible in adapting to the teaching approaches used in SGS Create	√		Application/Interview
Able to work effectively with staff colleagues, Governors and Trustees	√		Application/Interview
Essential attributes			
Initiative: Demonstrating the willingness and ability to use initiative – whether that means deciding on necessary action and following it through - or suggesting ways to work in a better way	√		Application/Interview
Influencing skills: The ability to persuade others	√		Application/Interview
Interpersonal Skills: The ability to communicate and interact with other people in a way that promotes cooperative relationships	√		Application/Interview
Teamwork: The willingness and ability to collaborate and work closely with colleagues in a mutually supportive manner	√		Application/Interview
Circumstances of role			
A willingness to support out of hours activities i.e. Open Events, field trips etc.	√		Application/Interview