ST MICHAEL'S
C of E PRIMARY
HIGHGATE

Higher Level Teaching Assistant Application Pack

Geraldine Gallagher
Exec Headteacher

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North Road, Highgate
London N6 4BG
Tel: 020 8340 7441
Email: admin@stmichaelsn6.com
Executive Head: Geraldine Gallagher
Head of School: Sinead O'Brien

Contents

1. Letter to applicant
2. History of the school
3. Job description
4. Person specification
5. How to apply

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Dear Applicant,

Higher Level Teaching Assistant

Thank you for taking an interest in our advertisement for the above post at St Michael's CE School. The school is set in beautiful grounds in Highgate. It is near to the underground station and a variety of shops, restaurants and other amenities. There are excellent transport links to Central London and to outlying areas.

We have high expectations and consistently perform above expectations in all areas of the curriculum, providing the best opportunities and outcomes for our pupils. We are looking for someone to work with our very enthusiastic and committed teaching staff who constantly strives to get the best from all our children. We are looking for an enthusiastic person with excellent interpersonal skills to support and nurture our pupils to become the best they can be.

To sustain and continue to build our creative and very effective practice across all aspects of the school we are committed to developing our staff. Our staff have access to in house and outside training development opportunities to enable them to keep up to date and to develop their skills and become the best they can be.

All the information you will need is in the application pack. If you would like to visit or require anything further please contact the school business manager, Nicola Purvis via jobs@stmichaelsn6.haringey.com, she will be happy to help.

I look forward to receiving your application.

Yours sincerely,

Geraldine Gallagher
Exec Headteacher

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History of the School

In 1565 Sir Roger Cholmeley had founded a boys Grammar School in Highgate, and in 1733 the Highgate Girls Charity School had been established by Mr Edward Pauncefoote in Southwood Lane. In 1833 a National School for boys and girls was built next door in Southwood Lane, to accommodate increasing numbers of children who could not get into the Grammar School (which now charged fees), or the Charity School (which was too small). The Highgate National School held 160 children but even so it was overflowing; an 1850 Inspector's Report criticised the accommodation, drainage, heating, ventilation, and play-space - the boys' play space was too small, and the girls had none. The children played in the street, and there was no house for the Head Teacher. The site was too small for any improvement. Thus it was that in 1850 a "numerously attended Meeting" got together in emergency session and issued a memorable statement.

Local magistrate and educationalist Harry Chester was a key organiser and fundraiser, bringing in a crucial £1,400 grant from the Privy Council. The London Diocesan Board, "though unable to make a grant", gave its "cordial approval". The citizens of Highgate, Muswell Hill and Kentish Town gave generously, from the pennies and farthings from the Grammar School boys, to the £400 of Miss Burdett Coutts who then lived at Holly Lodge. The purchase of 4 acres on North Hill from the Bishop of London for £135 went well; but there were then "great difficulties" arising from a late decision to move the school back from the road to its present site, and having to buy access land and build deeper foundations.

In July 1852 the St Michael's National and Industrial School was opened at a total cost, including equipment, of £6,700 - rather more than the £3,000 originally estimated, and very much more than the £500 it cost to build the old National School. The architect was Anthony Salvin, and the result was a model school which became quite famous in its early years. As Joan Schwitzer has said; "For a decade the school was a showplace. Lord Mansfield chaired the Annual Meetings when the grounds were thrown open to subscribers and parents. Lady Burdett Coutts ... came to call ... Local maiden ladies helped with the teaching."

In 1857 an Industrial Act was passed giving grants for Boarding Schools for the care of children in need, the main object of which was to provide training (as a begging-letter from the 1850 St Michael's Sub-Committee put it) of "elder girls in Household-work, Washing, Cooking &c ... [with] boys in Out-door pursuits, and qualified for employment, as Cottagers, Farm-Labourers, Gardeners, Mechanics, or Emigrants". There was considerable scope for this type of work in the large houses of Highgate, and the great support shown by the Annual Subscription Lists makes it clear that the wealthy inhabitants were very willing to support such a worthy cause, and incidentally provide themselves with a regular supply of excellent domestic servants. So St Michael's in its early years took in boarders as well as day pupils; it is not known when precisely the boarders were given up. From the 1860's the school gradually transformed itself

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(says Joan Schwitzer) into "a more conventional elementary and finally primary school, albeit with unusually spacious playing fields, play-grounds, resident staff accommodation and garden plots which were still being cultivated for annual prizes in the nineteen forties."

The buildings themselves consisted of Boys', Girls' and Infants' Schools, or schoolrooms (see Plan). The Infants' Schoolroom was under the dormitory area: originally the dormitories were occupied by staff and pupil teachers, but they were then converted into 16 cubicles for room should be as comfortable and pleasing as possible, with a few bright maps, a few good diagrams, a few well-chosen texts on the wall. Texts such as "Our God is a consuming fire" and "All liars shall burn in the lake that burneth with fire and brimstone" are to be avoided. The school should provide washing facilities, but not on a large scale as the children should come to the school with clean hands. There should also be small gardens, a pigsty, rabbit hutches, beehives, hen runs and a wash-house and laundry. The children should be encouraged to make and classify a natural history section, learn drawing and have the opportunity of practising music, vocal and instrumental."

By the end of the century the school had settled down to its average number of 200 pupils, which it maintained until extra classrooms were added after the 2nd World War. There was one pupil teacher for the boys, two in the girls' room, and one infant teacher. In 1890the curriculum included Drill, History, Geography and Singing. The infants had Object lessons on such things as Air, Water, or Nature. This syllabus was probably not much different from the original and is in its essence is still continued today (with, or course, many additions). The main change is that the teachers no longer expect the children to help maintain the school.

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JOB DESCRIPTION FOR HIGHER LEVEL TEACHING ASSISTANT

Core Purpose

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or, for short periods, for whole classes and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development.
Responsible for the management and development of a specialist area within the school.

Responsible to

The Head of School

Support for pupils

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Develop and implement IEPs
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

Support for teachers

- Organise and manage appropriate learning environment and resources
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence

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- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests
- Production of lesson plans, worksheet, plans etc.

Support for the curriculum

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Deliver local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

Support for the school

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Provide playground supervision as and when required
- Deliver out of school learning activities within guidelines established by the school
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class

Arrangements for appraisal of performance

- There is an annual appraisal cycle carried out by line mangers which seeks to acknowledge success, resolve problems and identify training/development needs.

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Personal Specification for Higher Level Teaching Assistant

The successful applicant will be required to:

- Safeguard the welfare of children and to be in sympathy with, and supportive of, the Christian ethos and Christian values the school promotes
- Be an effective Teaching Assistant and offer a high level of support to teachers and children
- Take responsibility for the planning, development and co-ordination of a curriculum area

Experience

- Experience working with children of relevant age in a learning environment

Qualifications

- Meet Higher Level Teaching Assistant standards or equivalent qualification or experience
- Excellent numeracy/literacy skills – equivalent to GCSE in English and Maths
- Training in relevant learning strategies e.g. literacy
- Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT

Knowledge/Skills

- Can use ICT effectively to support learning
- Full working knowledge of relevant polices/codes of practice/legislation
- Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies
- Good understanding of child development and learning processes
- Understanding of statutory frameworks relating to teaching
- Good organisational skills
- Ability to support colleagues
- Constantly improve own practice/knowledge through self-evaluation and learning from others
- Ability to relate well to children and adults
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these

Equal Opportunities

- Commitment to the implementation of the school's equal opportunities policy

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Continuing Professional Development

- Willingness to undertake additional training/staff development as appropriate
- Ability to reflect on your own professional practice

How to apply

Please complete the application form attached with this email and send back to jobs@stmichaelsn6.com

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