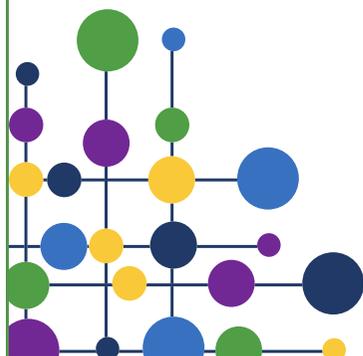


Shelley College

Higher Level Teaching Assistant
Application Pack – December 2020



Welcome from the CEO



Dear Applicant,

Thank you for taking an interest in the vacancy here at Shelley College. I hope the materials enclosed in this pack give you a good sense of what makes the trust a special place to work and provides the information you need about the post, please do not hesitate to contact us if you need anything further.

Our belief in “Valuing People, Supporting Personal Best” means we are committed to investing in our staff, to help them be happy at work, to provide the support they need to achieve the highest standards they are capable of and to offer the training or guidance they need to undertake their jobs effectively. For example, everybody is encouraged to use a personal development plan, to set their own objectives and to take responsibility for their own improvement priorities. We define effective leadership as “helping others to achieve their best” and that is what your line manager will try to do for you.

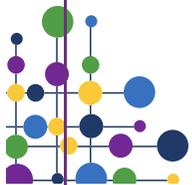
It is important to read the information provided carefully. We want you to be happy in the role you are applying for and committed to performing the job to the best of your ability.

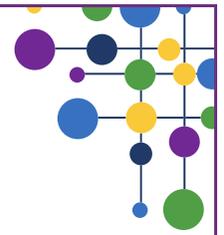
I very much hope you are encouraged to apply for the position and look forward to meeting you soon.

Yours faithfully,

A handwritten signature in black ink that reads "J McNally". The signature is written in a cursive, slightly slanted style.

John McNally
CEO





SHARE Multi-Academy Trust is a charitable trust currently consisting of three secondary and five primary schools in West Yorkshire. Our schools are: Shelley College, Huddersfield; Heaton Avenue Primary School, Cleckheaton; Millbridge Junior, Infant and Nursery School, Liversedge; Cowlersley Primary School, Cowlersley; Royds Hall Community School, Beech Primary School and Luck Lane Primary School, Huddersfield.

We believe in helping staff and students achieve their personal best and are keen to recruit the very best talent to our Trust. As well as being part of the Trust, some of our schools are National Support Schools and National Teaching Schools and as such, we can offer our staff a wealth of career development opportunities and the support you need to enjoy your role.

More than six hundred people work hard across the Trust to ensure we provide the very best education and service across all our schools, from invigilators joining us for a few hours a year, through flexible part-time work to many full-time teaching and support roles.

At SHARE MAT, we aim to:-

- Encourage all our students/pupils to go beyond what they think they can achieve, to enjoy learning, helping them to lead healthy and happy lives;
- Equip our staff to deliver their best every day, our belief is that by Valuing People, Supporting Personal Best is the key;
- Ensure our staff are happy at work, taking pride in students/pupils progress and development;
- Deliver training and guidance relevant to job role so expectations are understood and staff feel motivated;
- Offer great benefits making us the employer of choice, including outstanding CPD, supportive line management and networking opportunities across the MAT to aid personal development.

If you share our passion for challenging, improving and making our schools the best they can be, we'd love to hear from you.

Shelley College is an amazing place to learn and work and our philosophy of 'Valuing People, Supporting Personal Best' sits at the centre of everything we do. Our belief is that people achieve the best outcomes when they enjoy what they're doing, feel safe and are rewarded for their commitment and success. We therefore support and invest in our students and staff, whilst maintaining high expectations. As part of our commitment to invest in all staff, we offer a comprehensive CPD package tailored to the priorities of the college, but more importantly to the personal needs of each member of staff.

We enjoy many advantages at Shelley College. As a partner school in SHARE Multi Academy Trust, a National Support School and National Teaching School, we are at the centre of a network that aims to provide the very best professional and career development opportunities. Whatever your role or whatever your career plans, we can help you achieve them. We define effective leadership as "getting the best out of other people and helping them achieve their best" and that is what your line manager will try to do for you.

As Principal, but also as a parent, I regularly ask myself "would that be good enough for my son or daughter?" If the answer is no then we implement the necessary changes to drive continued improvement. I believe that this philosophy helps keep our students at the centre of what we do and how we do it. Delivering high quality teaching and learning in a safe and orderly environment, along with an inclusive and personalised curriculum allows our students to achieve the best possible outcomes. Students leave Shelley fully equipped with the life skills, experiences and educational outcomes to have a happy and successful future.

Added to that, we possibly have the best rural location of any secondary school in the country, close enough to the cities of Leeds, Manchester and Sheffield for many of our staff to travel from these

areas. Our staff are friendly and supportive of each other and there is a strong sense of a committed team working together.

Our students, of course, are at the heart of what we do and it is essential, whatever position you are applying for, that you relate well to children and young people. The students at Shelley College are a pleasure to work with; they are keen to learn, talented and very well-behaved.

I very much hope you are encouraged to apply for the position and look forward to meeting you soon.

Yours faithfully,



Dave Wadsworth
Principal



We are part of the SHARE Multi-academy trust and Green Light Teaching Alliance. This means we can offer the successful candidate access to a fantastic support network, CPD and opportunities to develop practice across the trust.

We are a school which has an innovative curriculum that allows staff the flexibility to create an inspiring, exciting learning journey for all our pupils/students enabling them to develop into active citizens of the future, empowered to make their best contribution to society.

The Curriculum is developed in a thematic and practical way that engages both our employees and children/young people. We seek ways to make our curriculum even more interesting every year. Lessons are expected to be fascinating, engaging, exhilarating, and demand that pupils/students think for themselves whilst ensuring pupils/students see a purpose to their work. A wide range of learning styles are used ensuring personalised learning is at the heart of what we do.

The teams include teachers and support staff, all of whom work together to deliver the agreed curriculum to all the children/young people. Together they assess pupils/student progress and achievement discussing to ensure each learner's self-confidence and self-esteem rise quickly, developing their thirst for learning

We can offer a strong team spirit and very high staff morale, which has created an open and supportive environment where staff can be innovative in accelerating pupils/students learning.



SHARE Multi-Academy Trust

Higher Level Teaching Assistant

Role Profile

Role Title	Higher Level Teaching Assistant	Reporting to	Associate Assistant Principal - Vulnerable Student Progress Leader
Section	Pastoral		
Contract type	Fixed Term – 12 months from January 2021. Term Time plus 1 week, 37 hours per week	Grade / Salary	Band D - £17,425 - £18,862 (actual salary)

Part A – JOB DESCRIPTION

Overall purpose of role	<p>The purpose of this role is to support students who have returned to school with significant gaps in their learning and need direct one to one or small group support to rapidly close these gaps.</p> <p>The Higher-Level Teaching Assistant will work with the Associate Assistant Principal to support those identified as having significant gaps in knowledge on return from the wider school closure following national lockdown. The successful candidate will lead the delivery of their catch-up programme, liaising with relevant teachers and curriculum leaders to monitor and evaluate progress made toward specific targets within a set Programme of Study.</p>
Safeguarding Requirements	<p>This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS). People who may have contact with younger children (i.e. primary school age) are also required to complete a declaration about family or other members of their household.</p>

Key Outputs

- Assessing and identifying need, organising and providing learning and educational activities;
- Developing social, communication and life skills;

- Securing children’s physical and emotional well-being, whilst raising self-esteem and encouraging independence;
- Working with staff to support the catch up and progress of a specific cohort of students;
- Working in partnership with parents/carers and families in order to build confidence and trust;
- Preparation of specialist teaching resources;
- Working with curriculum leaders and teachers to monitor and review progress toward specific targets;
- Challenging underperformance and upholding the expectations of the school with regard to behaviour and attitudes;
- Early identification of students joining us in September 2021 who will be in need of support;
- Liaising with the pastoral team and external agencies where necessary to develop wider support strategies.

The duties and responsibilities highlighted in this job specification are indicative and may vary over time. Postholders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Outcomes

- Appropriate support is in place for those students requiring it;
- Curriculum leaders and teachers are supported in the delivery of key catch up work and planning;
- Students rapidly close gaps and catch up with work they have fallen behind with;
- Students are physically and emotionally well, and are able to deal with the stresses and challenges they face confidently;
- Parents are made aware of non-engagement in live learning where students are at home due to covid related self-isolation;
- Key cohorts are enabled to make good progress across all their curriculum subjects;
- Students worked with are able to confidently communicate and articulate the support they have accessed;
- Students are able to move forward with their learning with the wider cohort of their peers having caught up with the work they fell behind in

General

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To undertake such other duties and responsibilities of an equivalent nature, as may be determined by the post holder’s line manager.
- The post-holder’s duties must at all times be carried out in compliance with the Academy’s Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.
- Take reasonable care of the health and safety of self, other persons and resources whilst at work.
- Co-operate with management of the Academy as far as is necessary to enable the responsibilities placed upon the Academy under the Health and Safety at Work Act to be performed e.g. operate safe working practices.
- It is the duty of the post-holder not to act in a prejudicial or discriminating manner towards others associated with the academy, including those who may be for example from ethnic minority communities, women, disabled or older people,

lesbians or gay men. The post holder should also counteract such practice or behaviour by challenging or reporting it.

Dimensions (*Financial/Statistical/Mandates/Constraints/No. of direct reports*)

- Range of teachers and support staff approximately 150 across the academy.
- Range of pupils approximately 1400 (the number of SEN pupils varies).

Work/Business contacts

Internal: All teachers and support staff including liaising with other MAT staff as required;

External: Parents/Carers, Agencies.

Responsibilities

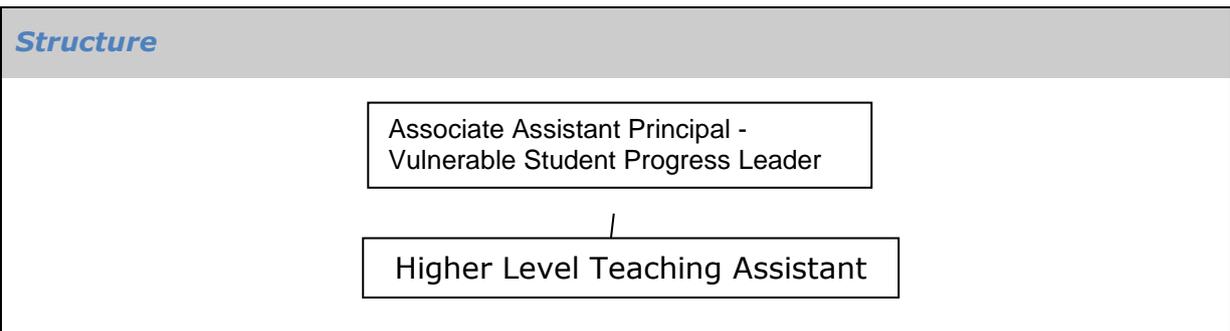
- For People – the job holder works closely with parents/carers and students;
- For Policy Development - the job involves no direct responsibility for policy development, however all staff are expected to be involved in policy consultation;
- For Student Outcomes - The job involves substantial impact on the educational outcomes of students;
- Financial and physical responsibilities – nil, however all post holders should ensure all work is carried out cost effectively.
- For People – the job holder works closely with parents/carers and students;
- For Policy Development - the job involves no direct responsibility for policy development, however all staff are expected to be involved in policy consultation;
- For Student Outcomes - The job involves substantial impact on the educational outcomes of students;
- Financial and physical responsibilities – nil, however all post holders should ensure all work is carried out cost effectively.

Expertise in Role Required

**Essential or
Desirable**

Mainstream and/or special school support experience in relevant key stage(s).	Essential
Experience of working with children with complex needs, in particular Autistic Spectrum Condition	Desirable
Experience of working closely with families.	Desirable

Experience in leading and modelling and developing effective classroom practice with other staff	Essential
Educated to GCSE level 'C' or equivalent including English and Maths, or be able to demonstrate equivalent experience to that level.	Essential
Willingness to undertake further training and qualifications	Essential
Knowledge of safeguarding procedures.	Essential
Knowledge of special educational needs, inclusion and equality procedures, legislation and relevant guidance.	Desirable
Ability to manage difficult conversations and meetings	Desirable
Managing and developing individuals to maximise their contribution to service delivery.	Essential



Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criterion on your application form. We recognise and welcome our responsibility to remove any barriers in our recruitment and selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this. Candidates will be assessed against the job description and expertise profile from evidence provided in their application form, references and a selection process (including interview). Where criteria are to be identified through the selection process, this may involve written exercises, group discussions, presentations, interview etc.

Signatures

Approved by : CEO

Approved by : Post Holder/or Representative

To apply, please complete an application form on the TES website, which can be found on our career site here:

<https://www.tes.com/jobs/employer/-1082675>

Closing date: Monday 14th December 2020