

**HLTA**

**Application Pack**

**Letter from Sir Steve Lancashire, Chief Executive, REAch2 Academy Trust**

Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven’t previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence, and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

**Sir Steve Lancashire**

**Chief Executive, REAch2 Academy Trust**

**Our Cornerstones and Touchstones**

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

**Inspiration** breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: [www.reach2.org](http://www.reach2.org)



# The role

**Higher Level Teaching Assistant**

Start 1st September 2021

Point 18-20 Outer London depending on experience

**Information about our school**

Dorothy Barley Junior Academy is a 4 form entry Junior school located in Dagenham close to Becontree tube station on the District Line.

The Governors are seeking to appoint a highly motivated HLTQ to join our team. This should be someone who is committed and dedicated to providing excellent support to our school. Responsible for teaching and supporting KS2 classes.

Having been graded Good in all areas by Ofsted in May 2017, we are looking to appoint a professional who will actively support the next stage of our development in our journey towards Outstanding.

Our school was also awarded the Inclusion Quality Mark Centre of Excellence status last academic year. The assessor said of the school *‘Children are valued as individuals within a caring atmosphere and there is a celebration of the cultures of all the school’s pupils in order that they feel understood… It is an outstanding example of a school committed to meet the needs of its children regardless of what that takes to achieve.'*

This is an academy aiming high and looking to the future so,if you like to work hard and thrive on a challenge then please email completed application forms to:

Mrs Leigh Corris or Mrs Alisha Cullen, School Business Manager Email: **leigh.corris@djba.co.uk** **/** **Alisha.cullen@dbja.co.uk**

Closing Date: **25th June 2021 at 12 noon Interviews: 30th June 2021**

The academy is committed to the safeguarding and welfare of children and expects all staff to share this commitment. The appointment will be subject to satisfactory references, enhanced DBS and medical checks.

# The application

This is an academy aiming high and looking to the future so,if you like to work hard and thrive on a challenge then please email completed application forms to:

Mrs Leigh Corris or Mrs Alisha Cullen, School Business Manager Email: leigh.corris@dbja.co.uk / alisha.cullen@dbja.co.uk

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust’s online [Equality & Diversity Monitoring Form](https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMlJXTkhNVlE0SlhKV0FWTEk2Wkw1TTUwRS4u) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

Visits to the school may not be possible with the current social distancing guidance in place. However, candidates are welcome to arrange a phone call, with the headteacher, Miss Leicester, to learn more about our school. To arrange an informal discussion please contact the school office on 020 8270 4962 or office@dbja.co.uk

## The application process and timetable

**Closing Date**: **25th June at 12 noon**

**Interviews: 30th June 2021**

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| **Application deadline:**  | 25th June at 12 noon |
| **School visits:**  | School visits may not be possible with the current social distancing guidance in place. However, candidates are welcome to arrange a phone call with the headteacher to learn more about our school. |
| **Interviews:**  | 30th June 2021 |
| **Contract details:** | Permanent |
| **Hours:** | Mon-Fri, 33 hours per week  |
| **Salary:**  | Point 18 – 20 Outer London depending on experience |
| **Start date:** | 1st September 2021 |

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

# Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that academies and academy personnel are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all of our pupils.

We have a principle of open competition in our approach to recruitment and will seek to recruit the best applicant for the job.  The recruitment and selection process aims to ensure the identification of the person best suited to the job based on the applicant’s abilities, qualifications, experience and merit as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system after six months from notifying unsuccessful candidates, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your details will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](https://reach2.org/wp-content/uploads/2020/01/Privacy-Notice-Job-Applications.pdf).

# Job Description

All aspects of the job description are to be carried out within a system of supervision by qualified teachers, to be determined by the school prior to employment.

To complement teachers’ delivery of the national curriculum and contribute to the development of other support staff, pupils and school policies and strategies.

To work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources. Also to supervise whole classes occasionally during the short-term absence of teachers.

To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

**Main Duties**

* **Plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons / work plans.**
* **Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil needs.**
* **Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with school’s policies and procedures.**

**Teaching and Learning**

* **Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes.**
* **Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils.**
* **Motivate and progress pupils’ learning by using clearly structures, interesting teaching and learning activities.**
* **Support the teaching of the National Literacy Strategy, e.g. by delivering the ALS, ELS, FLS and progress units to groups of pupils, supporting the teaching of the National Numeracy Strategy ad assist pupils to access the full curriculum. Be familiar with lesson plans, IEP targets and learning objectives.**
* **Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.**
* **Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom. This to include children from our Learning Centre. (SEN-MLD)**
* **Use behaviour management strategies, in line with the school’s policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others.**
* **In accordance with arrangements made by the headteacher, progress pupils learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present, in line with regulations and guidance under section 133 of the Education Act 2002 and STPCD 2020.**
* **Organise and safely manage the appropriate learning environment and resources.**
* **Promote and reinforce children’s self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance.**
* **Assist the class teacher in encouraging acceptance and integration of children with special needs, or from different cultures and / or with different first languages. This to include children from our Learning Centre.**
* **Support the role of parents in pupils learning and contribute to meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.**

**Monitoring and Assessment**

* **With teachers evaluate pupils progress through a range of assessment activities.**
* **Assess pupils’ responses to learning tasks and where appropriate, modify methods to meet individual and / or group needs.**
* **Monitor pupils’ participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.**
* **Assist in maintaining and analysing records of pupils’ progress.**
* **Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.**
* **Support the teaching staff with reporting pupils progress and achievements at parent’s meetings which are usually held outside school hours.**

**Mentoring, Supervision and Development**

* **Assist teachers in offering mentoring support and guidance to other teaching assistants undertaking formal training.**
* **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, aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days / events as requested.**

**Behavioural and Pastoral**

* **Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.**
* **Understand and implement school child protection procedures and comply with legal responsibilities.**
* **Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.**
* **Provide support and assistance for children’s pastoral needs, for example, dressing, caring for sick, injured or distressed children.**
* **Provide physical support and maintain personal equipment used by the children at the school. Administer medication as agreed.**
* **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 pupils in the playground and plan and organise play time activities.**
* **Supervising the Learning Centre children at lunchtime, organising and encouraging activities with other children in their groups.**
* **Assist teachers by receiving instructions directly from professional or specialist support staff involved in the children’s education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists and physiotherapists.**

**Other**

* **Any other duties required by the class teacher, Deputy Headteacher, Headteacher which is within the scope of this post.**
* **At all times carry out duties with due regard to the school’s Health and Safety policy.**
* **To work within and encourage the school’s Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.**

**The above mentioned duties are neither exclusive nor exhaustive and the post holder may be called upon to carry out such other appropriate duties as may be required by the Headteacher within the grading level of the post and the competence of the post holder.**

**Person Specification**

The person specification is a picture of the skills; knowledge and experience needed to carry out the job. It has been used to draw up the advert and will also be used in the short listing and interview process for the post. If you are a disabled person and are unable to meet some of the job requirements specifically because of your disability, please say this in your application. If you meet all the other criteria you will be short listed and we will explore jointly with you if there are ways in which the job can be changed to enable you to meet the requirements.

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|  | **Essential**  | **Desirable** | **Assessed\*** |
| **Knowledge/Qualification and Experience** |
| Higher Level Teaching Assistant Status | X |  | A |
| **Relevant Experience** |
| Proven ability in a school environment | X |  | A |
| Experience in planning and preparing lessons | X |  | A |
| Experience of Teaching a class | X |  | A, I |
| Behaviour Management Strategies | X |  | A, I |
| Monitoring & Assessment | X |  | A |
| Skills, abilities and personal attributes |
| Excellent Literacy and numeracy skills | X |  | A, I |
| Knowledge or ability to learn schools policies and procedures | X |  | A |
| Experience of Arbor and use of ICT  |  | X | A |

\*A = Application Form and I = Interview