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| **HLTA -SEND**  **Grade 9 SCP 18 estimated actual salary** **£21,642**  Hazel Wood High School  Application Pack  CONTENTS   |  |  |  | | --- | --- | --- | | A | Job Advert / Summary | 2 | | B | Welcome Letters from the CEO and Headteacher | 3,4 | | C | About Hazel Wood High School | 5,6 | | D | Job Description | 7,8,9 | | E | Person Specification | 10 | |



**JOB ADVERT/SUMMARY**

**HLTA SEND**

Dates: Apply as soon as possible or by the final deadline of 9am Thursday 7th Oct 2021

Interview Date: 13.10.21

Salary: Grade 9 SCP 18, £21,642 estimated actual salary

Start date: As soon as possible

Contract type: 37.5 hours term time plus 3 days

Contract term: Temporary with end date 31st August 2022

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**Hazel Wood High wishes to appoint a dedicated and highly motivated Higher Learning Teaching Assistance SEND to work at our school. The successful candidate will lead on implementing child protection and safeguarding policies, procedures and guidance. They will be working directly with children in need and Children and family’s social workers, developing links with and utilising resources of, the community as part of agreed plans for children.**

Applicants must have excellent interpersonal, organisational and communication skills and in addition be able to provide outstanding support, advice and guidance to young people and their families. You will be part of an excellent team and will be given extensive support to develop to your full potential both in this role and beyond.

**In return, we offer some fantastic incentives such as cycle to work scheme, Perkbox, childcare vouchers through salary sacrifice, tech save scheme, discounted gym fees at Bury Leisure, bespoke inductions where we pride ourselves in investing in our staff and providing training and development opportunities to enhance your performance and knowledge.**

We believe that Hazel Wood High is a great place to work. This post offers you the opportunity to work in/with:

* A school with a strong will and determination to continue to improve
* A school that has high expectations of all who work here
* A school that is driven by strong values, invests in its staff and students and has a high
* regard for their welfare
* A school that works effectively with all stakeholders
* A caring school where you can make a real difference to the lives of young people

The position is 37.5 hours per week (Monday, Tue & Thurs 8am – 4pm, Wed 8am-4.30pm & Fri 8.30am-3.30pm) term time plus 3 additional days to be worked during periods of school closure, in accordance with service requirements.

Applicants must have GCSE English and Mathematics at Grade A\*- C, or GCSE Level 9-4, or a Level 2 qualification in Literacy and Numeracy or CSE Grade 1 in English and Mathematics. Applicants much possess a relevant NQF/QCF Level 3 qualification.

Employees of Hazel Wood High have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm. Appointment is subject to a satisfactory enhanced disclosure from the Criminal Records Bureau and references.

Applicants are asked to complete the application form and write a letter, which responds to the person specification and tells us about your experience and skills relevant to the post, stating why you feel you would be suitable for the position; this must include how you meet all essential aspects of the person specification.

We are committed to **equality** of **opportunity** for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships. Please do not send CV’s. Completed applications and supporting letters should be returned by email to the HR department: [hr@hazelwoodhigh.co.uk](mailto:hr@hazelwoodhigh.co.uk). We would welcome applications as soon as possible; the final deadline is 9am on Thurs 7th Oct 2021.



Letter of welcome from James Franklin-Smith CEO of Oak Learning Partnership

Dear Applicant

Thank you for your interest in this post at Hazel Wood High School, which is a member of Oak Learning Partnership Trust.

Our Trust is a recently established group of schools currently comprising of a primary, secondary and special school all located in Bury, Greater Manchester. At Oak LP we are passionate about transforming children’s lives and their communities through the delivery of a well-balanced, rounded education, providing individual support in schools which are happy places within which staff and young people thrive. We are passionate about inclusion; this is at the heart of our ethos and is a consistent focus. In all our schools we endeavour to leave no child behind.

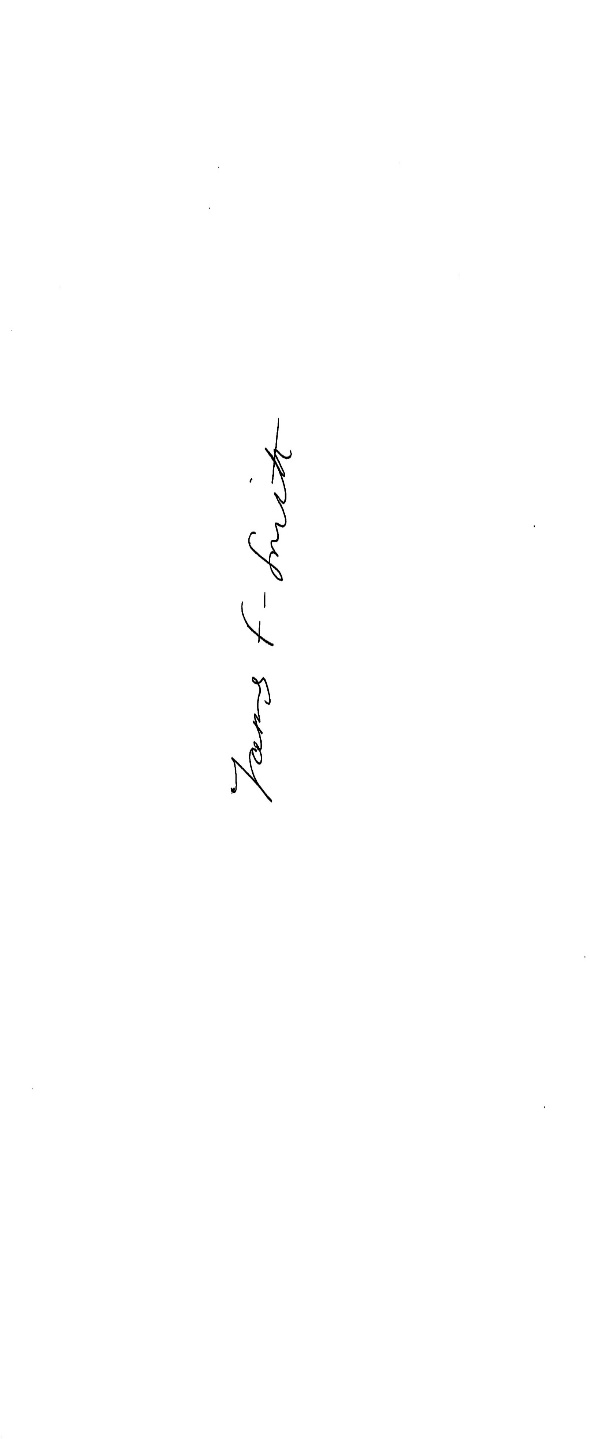
We understand that we can only achieve our vision by recruiting the right people and providing them with the support, training and time they need in order to allow them to flourish and be the best they can be. Whatever role an individual undertakes within our organisation, be that supporting or teaching, they are contributing to our collective aim of transforming lives. We have high expectations for our staff, we invest heavily in them ensuring they feel valued and their well-being is always considered. We understand that if staff feel valued and if the impact they are having is recognised, they can perform at their best.

Our schools work closely with one another: they collaborate, support each other and share collective systems across both educational and business provisions. But it’s also important to us that each school has individuality and freedom to be innovative. What we do insist on is clarity and consistency from our leaders and always making sure common sense is at the heart of decision making.

I joined the Trust in September and I’m excited to lead Oak LP into the next part of its journey. We are laying strong foundations for growing the Trust and with this, will come multiple development opportunities for our staff. We are committed to making a difference on a wider scale, whilst continuing to build on our current strengths. Above all we will continue to have a strong moral purpose, provide a truly inclusive education and embed our core values of **Aspiration, Resilience,** and**Integrity in everything we do.**

If you’re excited about joining Oak LP, your values are aligned with ours and you feel like you can make a difference please contact the school directly for any additional information about the role.

Yours sincerely



James Franklin-Smith

CEO of Oak Learning Partnership

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Letter of welcome from Paul Greenhalgh – Headteacher

Dear Applicant,

I am the Headteacher of Hazel Wood High School and during my time here, I have overseen a necessary period of considerable change since becoming a part of a Multi-Academy Trust in April 2019.

The school has a good reputation for being a caring and inclusive school, and is highly regarded by its local community. We have high expectations of our staff and a great emphasis on pupil care, which includes a particular focus on outstanding quality teaching and learning, with the aim of achieving excellent outcomes for all students.

Every student is challenged to achieve outcomes in line with the top 20% of students nationally who have the same starting points and we are determined not to settle for mediocrity. We believe that all our students deserve the very best education that we can provide.

Our teaching staff aspire to raise the standards and quality of teaching and learning, this is encouraged through inspiring and supporting colleagues and ensuring that best practice is shared and embedded. Our staff are all committed to continually improving their practice to ensure that the provision is achieving the very best outcomes.

Through high expectations around behaviour and learning, actively applied in the classroom we believe facilitates the student’s ability to understand and utilise these lessons in everyday life.

The cumulative impact of all this work was recognised at our Ofsted Monitoring visit. Attainment and progress indicators at Key Stage 4 are improving; student numbers are healthy across all year groups, attendance levels have dramatically improved and exclusions are falling. After some significant restructuring we are as financially secure as anyone can be at the present time.

As a part of the Oak Learning Partnership we are proud of what we have achieved so far and excited by the continuous improvements and changes here at Hazel Wood High. This appointment will form a key element in the next phase of our transformation. If you would like to join our excellent team then we would like to hear more about you.

I hope that when you have read the information enclosed that you will be encouraged to apply for the post. We look forward to receiving your application.

Best Wishes

Paul Greenhalgh

Headteacher of Hazel Wood High School

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Our Vision

**Fostering a sense of pride and community and providing**

**opportunity for all to excel.**

Our Values

**RESPECT**

To be a role model to others and demonstrate positive interactions with all

To use good manners, treating others how we wish to be treated

To engage with others and to be considerate and kind

To be prepared and organised

To listen to others

**RESPONSIBIITY**

To provide consistency of procedures, policies and professional behaviours

To ensure the safety and wellbeing of all at Hazel Wood High School

To engage, enthuse and inspire our learners thorough the whole school Journey

To be inclusive by understanding the whole child and their needs

To promote the ethos of the school within the wider community

**ASPIRATION**

To demonstrate a ‘can do’ attitude

See every challenge as an opportunity to shine

To work with integrity in order to be a good role model

To reflect on our practice and seek to improve as a life-long learner

To create a safe environment so that we are not afraid to try

**About Hazel Wood High School.**

Hazel Wood High School opened on the 2nd September 2019 as a sponsored Academy as part of Oak Learning Partnership, the school was formerly known as Broad Oak Sports college. Our new school launched following significant improvement works and it is a school we are very proud of.

Hazel Wood High School is a smaller than average secondary school with 690 students currently on roll and standard intake number of 600 that we hope to grow to 720 by the end of the Academic Year 2022. Pupil numbers are rising and our current Year 7 is above capacity and is oversubscribed.

Hazel Wood High School retains its position at the heart of its local community and many families have sent all of their children to the school which contributes to the strong relationships we have with our parent body. We have good relationships with our local primary partners and take our students from over 22 different primary schools.

We currently have 44 teaching staff all of which are specialists in their teaching areas ably supported by 35 members of support staff. Staff are committed not only to providing a safe and stimulating classroom and learning environment but also to providing opportunities that enrich the lives of our students.

We place great emphasis on an engaging curriculum and we are very proud of our unique Year 7 transition model that aims to ensure a smooth, positive and exciting experience throughout the transition year both academically and pastorally.

Our central values of Respect, Responsibility and Aspiration permeate everything we do and we would encourage you to come into school to have a look around and talk with our staff at any time.

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**JOB DESCRIPTION**

**HLTA - SEND**

**Normal place of work:** Hazel Wood, although you may be required to work at any other school within the Trust

**Responsible to:** SENDCo

**Responsible for:** N/A

**Hours of work:** 37.5 hours per week, term time + 3 days

**Salary:** Grade SCP 18 estimated actual salary £21,642

**SPECIAL CONDITIONS OF SERVICE**

* Annual leave to be taken in school closure periods

**Job Purpose**

The role will require the successful candidate to use their specialist skills and experience in developing inclusive practice to demonstrate impact across the mainstream setting. You will be expected to plan and implement a range of interventions and support a team of teaching assistants to develop their own practice, as well as providing feedback on progress. You will work alongside the SENDCo to provide administrative support and collation of information for identified pupils.

**KEY RESPONSIBILITIES**

**Support for the pupil**

* Supervise and support pupils ensuring their safety and access to learning.
* Establish good working relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
* Promote inclusion and acceptance of all pupils.
* Encourage pupils to interact with others and engage in activities led by the teacher.
* Encourage pupils to act independently as appropriate.
* Follow behaviour management and positive handling programme.
* Plan and deliver structured and agreed learning activities/learning programmes taking into consideration pupil learning styles. Adjust activities according to pupil responses/needs
* Plan and deliver programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, recording achievements and progress and feeding back to the teacher
* Attend to children’s personal needs, including pastoral, social, health, physical hygiene (in the event of no other willing parties being available), minor first aid and welfare matters.
* Develop a social time support program across unstructured times throughout the day

**Support for the teacher**

* Provide clerical/administration support (eg photocopying, typing filing, collecting money etc)
* To complement the work of teachers, with responsibility for teaching and learning activities which may include planning, preparing and delivering specialist support to individual pupils, groups and/or leading learning activities within an area of specialism
* Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans
* In liaison with the teacher, use strategies to support pupils to achieve learning goals
* Monitor pupil responses to learning activities and accurately record pupil achievement/progress as directed
* Assist the teacher to devise suitable learning targets for the pupils
* Provide detailed and regular feedback to teachers/whole school staff on identified pupil achievement, progress, areas of concern etc
* Have the responsibility of maintaining records in an agreed format with the teacher/SENDCo, contributing to the reviews of systems/records as necessary
* Administer routine primary tests and invigilate exams and undertake routine marking of pupils work and accurately recording achievement/progress
* Promote good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy
* Establish constructive relationships with parents/carers
* Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents under teacher’s direction
* Support curriculum co-ordinators in the development and maintenance of resources

**Support for the curriculum**

* To deliver whole class teaching cover when required
* Assessing the needs of individual pupils and providing specialist support for pupils with learning, behavioural or communication difficulties, and/or support within a particular curriculum area
* Support the use of ICT in learning activities and develop pupils' competence and independence in its use
* Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use
* Effectively co-ordinate an intervention timetable for a wide range of identified areas, academic and social, aiming for minimum disruption to the school (in liaison with the SENDCo)

**Other**

* Provide administrative support to the SENDCo in the collation of information and presentation of key documentation as directed
* Provide support and organisational structure to a team of support staff including direction of duties (in liaison with SENDCo)
* Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
* 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.
* Appreciate and support the role of other professionals
* Attend relevant meetings as required
* Participate in training and other learning activities as required
* Assist with the supervision of pupils out of directed lesson time, including before and after school if appropriate and within working hours
* Attend Awards’ Evening and Parents’ Evenings as directed with appropriate adjustments in hours.
* Supervise pupils on visits, trips and out of school activities as required
* Transport pupils as appropriate, subject to MIDAS training and personal risk assessments if using the school minibus.
* Accompany individual or groups of pupils offsite to join in with activities taking place at other institutions e.g. school, colleges
* To work flexibly to meet the changing needs of the Trust
* Be aware of and comply with policies and procedures relating to child protection, safeguarding, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person as soon as they arise
* Undertake other tasks as reasonably requested by the leadership team
* Follow school ethos and values of respect, responsibility and aspiration
* To keep professional knowledge up to date by attending briefings, undertaking training and keeping abreast of DfE requirements, legislation and procedures

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| **Job Description Prepared by:**    K. Pilkington | **Signed:** | **Date:** |
| **Agreed Correct by Post- Holder:** | **Signed:** | **Date:** |
| **Agreed Correct by CEO of Oak LP:**    J.Franklin-Smith | **Signed:** | **Date:** |

**PERSON SPECIFICATION**

1. **Educational and Training**

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| --- | --- | --- | --- |
|  | Criteria | Essential/  Desirable | Evidenced In |
| 1.1 | To possess GCSE English and Mathematics at Grade A\*- C, or GCSE Level 9-4, or a Level 2 qualification in Literacy and Numeracy or CSE Grade 1 in English and Mathematics | E | Application Form  Interview |
| 1.2 | To possess a relevant NQF/QCF Level 3 qualification | E | Application Form |
| 1.3 | Degree or evidence of further education and training. | D | Application Form |
| 1.4 | Additional SEN training | D | Application Form |
| 1.5 | Training in/willingness to undertake further training in literacy/numeracy strategy | E | Application Form  Interview |
| 1.6 | Training in/willingness to complete Team Teach Behaviour Management and Physical Intervention course, and other courses/training as required. | E | Application Form  Interview |
| 1.7 | Training in/willingness to undertake first aid training as appropriate. | E | Application Form  Interview |

1. **Relevant Experience**

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| --- | --- | --- | --- |
|  | Criteria | Essential/  Desirable | Evidenced In |
| 2.1 | SEN experience | E | Application Form |
| 2.2 | Significant experience of working in a school environment | E | Application Form |
| 2.3 | Ability to facilitate literacy and numeracy in intervention groups | D | Application Form |
| 2.4 | To have experience of covering the class in the absence of the class teacher, being able to deliver a range of learning activities and direct other staff and pupils appropriately or to be able to show through observation that you are able to do this. This can be experience in a primary, secondary or special school. | E | Application Form  Interview |
| 2.5 | To be able to follow a lesson plan and deliver a lesson from a plan using your working knowledge of the National Curriculum and your literacy, Numeracy and ICT skills. | E | Application Form  Interview |

1. **Skills, Abilities and Attributes**

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| --- | --- | --- | --- |
|  | Criteria | Essential/  Desirable | Evidenced In |
| 3.1 | Ability to work effectively within a team environment, understanding classroom roles and responsibilities | E | Application Form  Interview |
| 3.2 | Ability to build effective working relationships with all pupils and colleagues | E | Interview  Reference |
| 3.3 | Ability to promote a positive ethos and role model positive attributes | E | Interview  Reference |
| 3.4 | Excellent personal numeracy and literacy skills | E | Assessment |
| 3.5 | Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate | E | Interview  Reference |
| 3.6 | Working knowledge of relevant policies/codes of practice/legislation | D | Application Form  Interview |
| 3.7 | Understanding of inclusion, especially within a school setting | E | Application Form  Interview |
| 3.8 | Ability to develop pupil understanding in a wide range of academic and social areas, through targeted interventions and classroom support, in order to show continued progress within the curriculum. | E | Application Form  Interview |
| 3.9 | Ability to use other basic technology – video, photocopier | E | Application Form |
| 3.10 | High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements | E | Application Form  Interview |
| 3.11 | Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners | E | Application Form  Interview |
| 3.12 | Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work | E | Application Form  Interview |
| 3.13 | Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice | E | Interview  Reference |
| 3.14 | Ability to direct the work and practice of other staff where appropriate. | E | Interview  Reference |
| 3.15 | Establish constructive relationships with parents and carers. | E | Application Form  Interview |
| 3.16 | Motivated and keen to develop own knowledge and practice by seeking opportunities for continuing personal development. | E | Interview  Reference |
| 3.17 | Ability to prepare and use resources to support learning programmes and use a variety of equipment and programs. The ability to organise and manage learning activities in ways which keep children safe. | E | Interview  Reference |
| 3.18 | Understanding that the role is both physically and emotionally demanding and involves working with some pupils with challenging behaviour | E | Application Form  Interview |
| 3.19 | The role holder must have a command of spoken English which is sufficient to enable the effective performance of the role, including the ability to speak with confidence and accuracy and the ability to listen and respond appropriately dependent on the audience. | E | Interview |