

Higher Level Teaching Assistant Courtlands School



Dear prospective candidate,

Thank you for taking the time to look at our Higher Level Teaching Assistant position at Courtlands School.

Courtlands is a friendly and ambitious school which is part of Transforming Futures Trust in Plymouth which caters for primary aged children (4-11) with Moderate Learning Difficulties and Social, Emotional and Mental Health needs. Our innovative curriculum is based on meeting individual's needs rather than schemes of work, and it provides a wide range of curriculum and therapeutic input.

Our children love coming to school and enjoy all that we have to offer, through their therapies to the extra-curricular clubs and activities, but most of all the personal relationships they have with their peers and us. They tell us that they feel very safe and well cared for and proud when they make progress. They behave exceptionally well when calmly and consistently supported to reflect on their own needs and learn to empathise with others and to be proud of their own achievements.

We are looking to recruit outstanding Higher Level Teaching Assistant to join the team. We are looking for people with a real passion for working in an environment with complex but rewarding children in a supportive and compassionate environment. You will complement the 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 short term for whole classes and monitoring pupils and assessing, recording and reporting on pupil's achievement, progress and development. The successful candidates will demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND) and use effective behaviour regulation strategies consistently in line with the school's policy and procedures.

We can offer you a motivated and skilled staff team and a real opportunity to make a difference to the future of our wonderful children and school. We look after our staff with award winning care for their wellbeing (National Wellbeing in Schools Award 2019). You will receive training in a wide range of areas and mentoring from a line manager and Leadership team whose door is literally open all the time.

For the last 5 years we have been on a journey to become a trauma informed community, responding to the adverse childhood experiences of many of our pupils, including challenging school experiences before being matched with the right setting for them. We believe that *every* interaction, no matter how fleeting, is the opportunity for an intervention to help our pupils grow as people who know how awesome and valued they are, especially at times they are struggling and communicate through unkind or unsafe behaviour. We want staff who see the children's challenges for what they are, who can use PACE with the best of them, and can remain calm under pressure.

Find out more about who we are and what we do on our website: <https://www.courtlands.transformingfutures.org.uk> where you will be able to download an application form and job description from the Vacancies section

Mrs Hannah Smart
Executive Head Teacher



Who We Are

Courtlands School caters for primary aged children who have Moderate Learning Difficulties, Social, Emotional and Mental Health Difficulties (SEMH) and other complex needs including autism, ADHD, speech and language difficulties and those impacted by trauma.

Courtlands is a remarkable school with a real feel of positivity, acceptance and camaraderie. You see targeted therapies many other schools do not offer and a curriculum that is designed to meet the additional needs of our pupils. You see learning organised to meet the developmental needs of the children and we have the confidence to buck the trend, stand out, and to aim for the outstanding.

We have a maximum of 95 children here at any one time ranging in age from 4 to 11 years old. We take pupils from Plymouth, Devon and Cornwall and we welcome prospective visits from interested parents, SENDCos or Local Authority Officers.

We have small classes of no more than ten children with high levels of adult support so that our children can make excellent progress. We look at the whole child and help them to improve both their academic achievement and their personal wellbeing. This means that we help them to socialise, eat and play independently, become more active and have better coordination. We help them to learn to swim, ride a bike and look after themselves in every way. Our children make excellent progress and really enjoy coming here as can be seen through their smiles and obvious love for learning.

The levels of progress made by our pupils is significantly above national expectations for like pupils, our attendance is in the top 1% of special schools nationally and our exclusion levels in the lowest 1% nationally. We are a truly inclusive school who believe that the children have a right to have their needs met and not feel excluded from anything.

Our curriculum has been designed from the 'ground up' to meet the needs of the children. Whilst it is based on the National Curriculum, we have adapted and added to what you could expect in a mainstream school. We use specialist approaches such as TEACCH, Makaton, Attention Autism, Precision Instruction and many more to help our children to access the curriculum. We have a unique outdoor environment and we have won national recognition for its innovative use of the outdoors to teach children the value of relationships and transferable skills. We use outdoor activities such as forest school, mountain biking, and problem solving to enhance our wellbeing curriculum and teach our pupils resilience, teamwork, adaptability and perseverance – all life skills that they will need to be successful in the 21st century jobs market.

We have a team of complementary therapeutic workers who provide for the wider needs of our pupils from their emotional needs, through their medical needs to their sensory needs. We use expertise from our school-base occupational therapist and play therapist, and other professionals such as speech and language therapists, CAMHS and paediatricians to design bespoke packages for some of the most disadvantaged children in the area.

We have a reputation for flexibility and making the impossible possible.

Welcome

Thank you for your interest in a role within Transforming Futures Trust. This is an exciting time for the organisation. I hope this brief introduction gives you an understanding of why.

Transforming Futures Trust is made up of three, and soon to be four, academies in the Southwest of England. All our academies provide for children and young people who have special educational needs and/or disabilities (SEND). The trust was first formed some time ago. It is now an innovative, secure organisation that is increasingly working alongside local areas to contribute more to the SEND system across Devon, Cornwall and Plymouth.

Although all our academies meet the needs of children and young people with differing needs, Transforming Futures Trust's core aim is to create 'positive futures for all'. We are building a culture of Trauma Informed Practice in all our academies which supports the wellbeing and development of all children and young people, staff, parents/carers and stakeholders and the wider communities they are a part of.

Transforming Futures Trust works with children for whom mainstream education is not right: those who have SEND, some with challenging behaviour; children with mental health concerns; students who find the traditional setting of a school intimidating. This is why the people who work for us are highly committed to a core principle that all learners, whatever their ability or background, get the best education possible.



Under the strong, collaborative and considered leadership in our academies, staff benefit from being members of tight communities that work together to achieve the best possible outcomes for children and young people. As the trust develops, so does the way we plan to ensure all staff meet their full potential. Professional development and protecting staff wellbeing are priorities for the trust. This means you can rely on the fact we will ensure you will benefit from a smooth induction and suite of training tailored specifically for you.

As a trust we pride ourselves on the impact we have had on many pupils' outcomes. I hope this introduction demonstrates why we think this is a great trust to work for.

We would strongly encourage you to visit our academies

and see first-hand the purposeful environments within them.

Matthew Barnes

Chief Executive Officer



About Us

Transforming Futures Trust works with children for whom mainstream education is not right: young people with behavioural challenges; children with mental health concerns; students who find the traditional setting of a school intimidating. It is not an exaggeration to say that we change these young people's lives. Our extraordinary staff can connect with these children and apply the principles of trauma informed care to enable them to reach their potential.

Our core aim is to create 'positive futures for all'. We are building a culture of Trauma Informed Practice in all our schools which supports the wellbeing and development of all children and young people, Head teachers, School staff, parents/carers, stakeholders and the wider communities they are a part of.

We have proven educational practice and strong leadership which has enabled us to develop new provisions across the South West to meet the needs of children and families which have not been met in existing schools in the area. Since it was established, TFT has developed a highly effective internal capacity to support schools in their work with children and young people, helping them to make the biggest difference to their life chances.

Transforming Futures Trust was formally set up on 1st June 2016 (previously known as ACE Schools Multi Academy Trust) with the aim of growing from a single educational provision in Plymouth into a group of Schools across Devon and Cornwall. Our simple aim is to support the development and improvement of the education for all pupils within the Trust and beyond through school-to school support.



Governance, Responsibility and Leadership

The mission of the Trust is to do our very best for learners. Our schools meet high standards and all of them achieve excellent outcomes. There is one overall leadership team which is responsible for this. It has three parts:

- **The Trust Board** has a new Chair and several new Trustees with a wide range of experience and skills to govern the Trust to a very high standard. They are responsible for making sure our schools are effective.
- **The Executive Team** implements the Trust's strategy and policies. They make sure that all processes run smoothly and efficiently. Our new executive team is making great strides in reducing costs and improving quality.
- **The Senior Leadership Teams** ensure that every student has the best possible experience at school. This includes learning, personal development and skills for their next steps in life. This may be to a mainstream setting, to a next school or further education, or into employment.

These three teams work together to help our students achieve the best possible outcomes for themselves and their communities.

Our Vision

We stand for excellence in education, uncompromising professionalism, and solution-focused support, with our pupils at the heart of everything we do.

Our Values

**Valuing the individual
and our service to them**

**Compassion and
caring for everyone**

**Professional
excellence in all we do**

**Valuing growth and
releasing potential**

Celebrating Success



Feedback

“The relationships we have with the students are really strong” Teaching Assistant

“It's been so nice having him at ACE, with all the support he has been given” Parent

“The changes over the last year have been very positive and much appreciated. I feel supported rather than pressurised” Teacher

“TFT is just brilliant. I couldn't ask for a better school. You work miracles” Parent

“I think the whole term has been a good news story, my students have been amazing demonstrating positive attitudes, resilience, patience, understanding, humour and a great work ethic and I truly believe that we are transforming futures” Teacher

“Having worked for TFT for only a short time and I have been impressed at how the students are supported” Teaching Assistant

“The work we do at TFT is brilliant and I am delighted to have joined the team this September” Teacher

“My son is loving it. He has changed dramatically particularly in his confidence levels. I wish he could have come sooner” Parent

“I feel supported in my role by the SLT, my line manager and the team of staff I work with. The role is extremely challenging, which is why that support is so important” Pastoral Lead



About The Role

Job Title: Higher Level Teaching Assistant

Salary Range: Grade E

Contract Type: Permanent

Job Description

- Provide short to medium term cover for staff absence at Courtlands School, both Teaching Assistant and Teacher.
- Complement the 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 short term for whole classes and monitoring pupils and assessing, recording and reporting on pupil's achievement, progress and development.
- Be directed by the school leadership, at short notice, to cover across the Primary age range from Foundation to Year 6.
- Work with class teachers to raise the learning and attainment of pupils
- Safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Duties and responsibilities

Teaching and learning

- To cover and lead class teaching as and when directed to do so by senior leaders
- Direct the work, where relevant, of other adults in supporting learning
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Use effective behaviour regulation strategies consistently in line with the school's policy and procedures
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance by marking work and providing constructive feedback to the pupil and class teacher.
- Be responsible for keeping and updating records and for the marking of pupils' work and recording achievement/progress
- Undertake any other relevant duties given by the class teacher

Planning

- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
- Plan how they will support the inclusion of pupils in the learning activities
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons

Working with colleagues and other relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- Look after children who are upset or have had accidents

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

Demands

There will be some emotional stress experienced through exposure to pupils who's behaviour challenges and difficult child protection/welfare issues which may cause the child to become dysregulated.

Some lifting, stretching and physical effort required for the preparation of the classroom for lessons and clearing away afterwards. Post holder will periodically be required to assist with the display of pupils' work which may involve considerable physical effort.

The post holder will be required to concentrate all day.

Working Conditions

Post holder will be exposed to pupils exhibiting challenging behaviour communication.

Post holder mainly operates within classroom-based conditions and there is regular background noise. There may be some exposure to environmental conditions when supervising pupils/students outside at lunchtime and during off-site activities and school trips. There may be the need to deal with bodily fluids when providing personal care to pupils.

Other areas of responsibility

- This will be confirmed during the appointment process and will depend on the skills and competencies of the individual candidate and the needs of the school as they develop.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Person Specification

Qualifications and experience	Essential: • Level 3 or 4 Certificate in Supporting Teaching and Learning in Schools, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held) • Level 4 Diploma in Childcare and Education (or willingness to work towards a qualification if not already held) • GCSEs at grades 9 to 4 (A* to C) including English and maths • Successful experience of working with primary aged children who have Special Educational Needs and Disabilities, who also exhibit behaviours which challenge. • Training in relevant SEND learning strategies e.g. Precision Instruction, TEEACH, ELKLAN, PACE, Trauma Informed Practice etc. • Knowledge of relevant SEND policies/codes of practice/legislation • Knowledge and experience of EYFS and Primary age curriculum i • Understanding of child development and learning processes applicable to SEND pupils • Understanding of statutory frameworks relating to teaching SEND pupils • Experience of planning and leading teaching and learning activities (under supervision) Desirable: • Diploma in Trauma Informed Practice • Degree in a relevant subject such as child development, early childhood studies or education • Experience and understanding of crisis prevention de-escalation techniques
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Skills and knowledge	• Good literacy and numeracy skills • Good organisational skills • Ability to build effective working relationships with pupils and adults • Skills and expertise in understanding the needs of all pupils • Knowledge of how to help adapt and deliver support to meet individual needs • Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils • Excellent verbal communication skills • Active listening skills • The ability to remain calm in stressful situations • Knowledge of guidance and requirements around safeguarding children • Good ICT skills, particularly using ICT to support learning • Understanding of roles and responsibilities within the classroom and whole school context • Understanding of effective teaching methods • Knowledge of how to successfully lead learning activities for a group or class of children • Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support • Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice
Personal qualities	• Enjoyment of working with children • Sensitivity and understanding, to help build good relationships with pupils • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Commitment to maintaining confidentiality at all times • Commitment to safeguarding pupil's wellbeing and equality

Our Schools

Alongside Courtlands School, Transforming Futures Trust is made up of two more academies based in the South West of England. All our academies provide for children and young people who have special educational needs and/or disabilities (SEND).



ACE Tiverton is a new specialist secondary school, educating students with ASC and linked social, emotional and mental health needs. Our learning family is built upon strong, trusting relationships, a deep sense of belonging and high aspirations for our students in every area of their lives. We challenge everyone in our school team to embrace learning, take risks and be the very best they can be.



ACE Schools, based over three localities, is an alternative provision academy based across Cornwall, Plymouth, and Devon. We support up to 500 pupils each year ranging from Year 1 to Year 11. Pupils that we work with often have complex needs and don't currently attend mainstream or special schools' settings. Our aspiration for all pupils is that we can support them to return to a specialist or mainstream settings and our focus is providing our young people with the skills necessary to make this transition successful.



What we are learning today

SENSORY AREA

Harley

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Working With Us



Transforming Futures Trust is a great place to work - across our schools we have over 300 talented members of staff, in a variety of teaching and support roles. Our alternative provision and special school academies are nurturing, inclusive communities which combine creative and engaging learning opportunities with a culture of respect.

The Trust attracts people who are up to the challenge of working in our innovative and exciting environment to improve outcomes for children and young people. The rewards are seeing the difference we make every day and being part of a caring and supportive team.

As a large alternative provision that is part of a Trust we can offer you as future employee many exciting benefits:

SCHOOL DAY

The school day for pupils runs from 9.00am – 3.10pm

HEALTH ASSURED

Health Assured provide our employees with support to enable you and your immediate family the best in life. Their 24/7 confidential support service can be used for a variety of issues including;

- Legal information
- Housing concerns
- Family issues
- Financial information

CPD

All members of staff have CPD sessions that take place on a Tuesday and Wednesday from 3.30pm – 4.30pm.

INDUCTION AND QUALIFICATIONS

When you join us, you will be given an induction to our school and provided with Safety Intervention (physical intervention training) as part of this induction. This induction will continue with a comprehensive package which includes, trauma informed practice and in-depth safeguarding training.

DELT SHARED SERVICES

Delt provide management and assistance in IT, HR, Finance and Estates functions for Transforming Futures Trust. Staff within these teams may work for Delt but they support Transforming Futures Trust solely.

