



Civitas Academy

Recruitment Information Pack Higher Level Teaching Assistant

Recruitment: September 2022

Introduction and Safer Recruitment

Civitas Academy is a brand new school, situated in the centre of Reading. In September 2021, it will have classes up to Y6 for the first time.

Civitas Academy is part of REAch2's Cluster 9 (Reading), joining Green Park Village Primary Academy (another new academy), The Palmer Academy and Ranikhet Academy.

We are looking to appoint a HLTA – Classroom Practitioner from September 2022.

We are looking to recruit a team of committed and motivated individuals, with values and attitudes, which align with the REAch2 Touchstones.

Civitas Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974.

An Enhanced DBS disclosure will be sought through the Criminal Records Bureau as part of the Academy's pre-employment checks.

Satisfactory written references will be sought post shortlisting and ahead of a selection process.

About REAch2

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Letter from Catherine Paine, Chief Executive Designate



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.

Employees 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.

Catherine Paine

Chief Executive Designate, REAch2 Academy Trust

Background on REAch2

The REAch2 Academy Trust originated from the successful school improvement and partnership work led by Hillyfield Primary Academy in Waltham Forest, London. The Trust has grown to become a national family of primary academies committed to raising standards and achieving excellence for all pupils, whatever their background or circumstance.

Schools, staff and children within the Trust benefit from a strong ethos of support and collaboration across the REAch2 family. Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

REAch2 Trust is part of a teaching school alliance (led by the REAch2 Tidemill Academy in Deptford). As a result, teachers and leaders within the REAch2 family are able to access a range of teacher and leadership development opportunities, including the Improving Teacher Programme and the Outstanding Teacher Programme, as well as programmes for middle leaders and newly qualified teachers.

The Trust is focused on ensuring it supports, develops and empowers its staff so that, 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. This underpins our approach to school improvement – including the successful improvements that have been achieved so far in many of our schools that have joined the Trust as sponsored academies.

REAch2 benefits from the involvement of leading educationalists, including our board member Professor John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.

Our Regions and Clusters

Schools in REAch2 are placed in ten Clusters in two regions. Civitas Academy is in the South region and is in Cluster 9.

Our cornerstones and touchstones

REAch2 is a cornerstone of every academy in the Trust: a strong, responsible foundation providing a solid base, from which every academy can build and grow. Defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

What gives each REAch2 Academy its uniqueness are the touchstones of the Trust: seven principles which make our Academies distinctive. 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.

The touchstones are:

- **Learning:** children and adults will flourish in their learning and through learning discover a future that is worth pursuing;
- **Leadership:** we aspire to an unwavering emphasis on the highest quality of leadership at all levels. The Trust seeks out talent, develops potential and spots the “possible” in people as well as the “actual”.
- **Enjoyment:** 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 will release in children their natural curiosity, fun and determination.
- **Inspiration:** inspiration breathes energy and intent into our schools: through influential experiences of people and place, children are compelled to believe that no mountain is too high and that nothing is impossible.
- **Inclusion:** we celebrate the economic, social and religious differences that serving a range of communities across the country brings and we encourage diversity. Embracing inclusion, particularly those children with special education needs, ensures that the Trust serves all and believes everyone can and must succeed.
- **Responsibility:** we take accountability seriously and by being responsible for every child, we act judiciously with control and care. We don’t make excuses, but mindfully answer for actions and continually seek to make improvements.
- **Integrity:** we are a trust that has a strong moral purpose. As a Trust we recognise that we lead by example and if we want children to grow up behaving appropriately and with integrity then we must model this behaviour. We welcome the fact that all our decisions and actions are open to scrutiny.

You can learn more about the touchstones, and hear from staff and pupils across REAch2 schools, at our website: www.reach2.org

The Role

Post: HLTA

School / Location: Civitas Academy

Start Date: 2nd September 2022

**Salary: NJC SCP 22-28 Actual Salary £23,323 - £27,796
37 hours (39 weeks/year, paid of 44.2 weeks/year)**

Closing Date: Applications considered on receipt

Interviews: To be confirmed with candidate if shortlisted

This is an exciting opportunity to be part of a growing new school. Civitas Academy opened in 2015 and in September 2022 we will have children in classes in all year groups. We have amazing facilities, a good team ethos and all within a 5 minute walk from the centre of Reading.

Civitas Academy is part of the REAch2 family of Schools in Reading. We are looking for enthusiastic and innovative HLTA to join our collaborative and growing Academy team.

We need:

- An excellent classroom practitioner excited to work in a brand new, state of the art school?
- Warm in character and fully committed to teamwork, recognising that more can be achieved together than is possible as individuals?
- Determined to succeed and be relentless in the pursuit of excellence for our children?
- Willing to hold a flexible role at class, group and individual level, supporting the personalisation of learning for all children?

We can offer you:

- A leadership team dedicated to helping you develop an outstanding career and balanced life.
- Exciting, accelerated leadership development and early promotion opportunities for the right candidates across the Trust.
- The chance to work with a fantastic team, with the best possible opportunities to share ideas, planning, assessment etc.
- The chance to use / develop personal curriculum strengths.
- An excellent CPD training programme.
- A dynamic, creative staff, dedicated to achieving whole-school improvement and building lifelong friendships.
- Appreciative, well-behaved and enthusiastic pupils.
- Enthusiastic and proactive parents.
- The chance to bring your own strengths to the school and make a difference.

What next?

We would ONLY like to hear from great individuals with a genuine commitment to improving the life chances of the children they teach and support. Give us a call if you're interested - it really is as exciting as it sounds!

Unfortunately, visits to our school are unable to take place at the moment. Our website and Twitter page will be able to give you a feel of the school. If you wish to discuss the roles further, then please contact the Assistant Headteacher, Celia Frain on 0118 467 6720 or email the School Business Manager, Emma Lelliott, at finance@civitasacademy.co.uk

The applications will be considered upon receipt and interviews will follow shortly afterwards for shortlisted candidates.

How to apply:

Completed applications should be returned by email to:
finance@civitasacademy.co.uk

Closing Date:**Application Pack:**

- REAch2 application form - attached
- Job Description - follows
- Person Specification - follows
- Equal Opportunities Monitoring Form –see below

Please note that CVs will not be accepted

We are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post is subject to an enhanced DBS check and receipt of satisfactory references.

Link to online Equalities and Diversity Monitoring Form

https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMIJXTkhNVIE0SIhKV0FWTEk2Wkw1TTUwRS4u

Job Description

Civitas Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An Enhanced DBS disclosure will be sought through the Criminal Records Bureau as part of the Academy's pre-employment checks.

Post: HLTA

Responsible to: Phase Lead/ Deputy Headteacher

Duties:

- A Higher Level Teaching Assistant is a member of a team of practitioners responsible for the education and care of the children in the school.
- A Higher Level Teaching Assistant will advance pupil learning; implement work programmes for individuals/groups and supervise physical/general care of students, including those with SEND; enable access to learning for students and assist the teacher in the behaviour management of learners in the classroom and in transitions around the school.
- A Higher Level Teaching Assistant will supervise a class, when required and as directed by the Head of School/ Executive Headteacher. This will include PPA/ Leadership cover for classes as required.

Context of the Role:

- A Higher Level Teaching Assistant will work under the direction of a Teacher, supporting learning of individuals and groups within classes or in intervention areas within the school.
- A Higher Level Teaching Assistant will be utilised to support where the need is the greatest and this may involve vertical groupings for targeted interventions / quality additional teaching.
- The school welcomes practitioners of high professional standard and shares the responsibility with each practitioner for continual review and the development of expertise.
- All Higher Level Teaching Assistants make a valuable contribution to the school's development and, therefore, to the progress of all children.

Support for Learners:

- Establish productive working relationships with learners, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all learners.
- Encourage learners to interact with others and engage in activities.
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to learners in relation to progress and achievement.
- Assist with the development and implementation of Individual Learning/Behaviour Plans and intimate care where required.
- Supervise and provide specific support for learners, including those with special needs, ensuring their safety and access to learning activities.

Support pupils consistently whilst recognising and responding to their individual needs.

- Be responsible for First Aid (after training) in the event of accident or injury and provide documentation as required.

- Promptly report signs of health problems to the class teacher and comply with school policy and procedures for recording information about pupils' health, including issues of confidentiality.
- Supervise children at arrival/departure and at other designated times in the school environment.

Support for the Teacher(s)

- Organise and manage appropriate learning environment and resources.
- Provide objective and accurate feedback and reports as required on learner 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.
- Supporting the role of parents in learners' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Use strategies, in liaison with the teacher, to support students to achieve learning goals.
- Provide detailed and regular feedback to teachers on students' achievement, progress, problems etc.
- Promote positive values, attitudes and good learner behaviour, dealing promptly with conflict and incidents in line with established policy and encourage learners to take responsibility for their own behaviour.
- Show effective behaviour management, ensuring a purposeful, orderly and supportive environment.
- Report uncharacteristic behaviour patterns in individual learners and incidents of inappropriate behaviour to the teacher.
- Provide general clerical/admin support, for example, administer work, produce worksheets for agreed activities, photocopying, filing and inputting data.
- Assist with the planning of learning activities.
- Help learners to select equipment and materials relevant to their learning tasks and to use these safely and correctly.
- Developing the use of new and emerging technologies and techniques within the classroom.

Support for the Curriculum

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.

- Use ICT effectively to support learning activities and develop learners' competence and independence in its use.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.
- Select and prepare resources necessary to lead learning activities, taking account of learners' interests and language and cultural backgrounds.
 - Follow the curriculum plans and learning programs and obtain and use equipment and materials appropriate to the learning objectives and learners' developmental needs.
 - Obtain accurate and up-to-date information on learners' current literacy and numeracy skills.
 - Agree appropriate support strategies with the teacher to provide support across the curriculum and obtain the resources needed to implement these strategies.
 - Promptly inform the teacher when a learner is experiencing learning difficulties that cannot be resolved.
 - Respond to learners' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images.
 - Provide levels of individual attention, reassurance and help with learning tasks as appropriate to learners' needs.
 - Monitor learners' response to learning activities and, where necessary, modify or adapt activities to achieve the intended learning outcomes.

Additional Requirements:

1. REAch2 has a strong commitment to achieving equality of opportunity in its services to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their work and to undertake any appropriate training.
2. The post holder is expected to undertake any appropriate training, including recognised professional qualifications, considered necessary to fulfil the role.
3. The post holder is expected to demonstrate a flexible approach in the delivery of work.

Consequently, the post holder may be required to perform work not specifically identified in the job description.

The duties outlined in the Job Description may be varied to meet the changing demands of the school at the reasonable direction of the Head of School/ Executive Headteacher. This job description does not form part of the contract of employment. It describes the way the post holder is expected to perform and complete the particular duties as set out above.

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Person Specification

General
<p>Effective communication skills with a range of audiences, both written and oral.</p> <p>Excellent numeracy/literacy skills.</p> <p>Ability to recognise the range and implications of factors that impact on the behaviour of children.</p> <p>Display commitment to the protection and safeguarding of children and young people.</p> <p>Demonstrate a positive attitude to learning and a commitment to professional development.</p> <p>Ability to teach a structured activity to a group of learners.</p> <p>Excellent interpersonal skills.</p> <p>Work constructively as part of a team, making important contributions.</p>
Knowledge and Understanding
<p>Effective knowledge/use of ICT to support own professional activities and to advance learning.</p> <p>Prior knowledge, and ability to demonstrate an understanding, of child development and learning.</p> <p>Knowledge of Health and Safety in a school environment.</p> <p>Strategies suitable for effectively supporting learners' learning.</p> <p>Knowledge of the Primary Curriculum.</p> <p>Has up-to-date knowledge of safeguarding and protection of children.</p> <p>Understanding of the need for confidentiality in relation to students' personal information.</p>
Qualifications and Experience
<p>Meet Higher Level Teaching Assistant Standards or equivalent qualification or experience.</p> <p>English & Maths GCSE at grade C or above.</p> <p>Relevant medical qualifications/training, such as First Aid training or Paediatric training.</p> <p>Experience or interest in working with children in a school based environment.</p>

Experience or commitment to providing PPA cover.

Experience of working with pupils with special educational needs.

Recent experience of working in a school or other organisation with children of relevant age to promote learning.

Experience of planning learning tasks for small groups or classes in accordance with the National Curriculum.

Personal Qualities

Ability to apply a positive approach to teaching and learning.

Ability to remain calm under pressure.

Demonstrate good co-operative, interpersonal and listening skills.

Good sense of humour.

Flexibility and willingness to accept change.

Willingness to share expertise, knowledge and experience.

Ability to self-evaluate learning needs.

Ability to work proactively and independently using own initiative.

Ability to organise, lead and motivate self and others.

Maintain a professional, positive attitude and outlook at all times.

Civitas Academy recognises that all individuals have fundamental human rights and therefore adopts a rights based approach to equality. We shall develop practices that promote the right for

everyone to participate in all aspects of life within school by promoting initiatives that remove barriers to participation and by actively promoting equality and social inclusion.

We recognise that prejudice and inequality of opportunity exist within life and we commit ourselves to challenging and redressing these injustices by applying equal opportunity within school.