

Briefing Pack for Applicants Higher Level Teaching Assistant



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.



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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: Higher Level Teaching Assistant

Pay scale: Grade 5, Scale Point 15-20, £23,953-£26,446 (pro rata 39 weeks)

Actual Annual Salary: £20,487-£22,620

Contract: Full-Time, Permanent, 37 Hours per week x Term time (39 weeks)

Start date: As soon as possible

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost.

Handsworth Grange Community Sports College is an Ofsted rated Outstanding School. We are above average nationally for pupil progress. We have been nationally recognised for our work with Pupil Premium. We regard all staff and pupils as part of our family and whilst we have really high expectations of everyone, we maintain a caring and supportive ethos. We are the founding school within the Minerva Multi Academy Trust. We strongly believe in work life balance and we work with our staff to actively promote and improve wellbeing.

We are seeking to appoint a committed, hard-working and highly organised individual to undertake the important role of Higher Level Teaching Assistant.

Candidates are encouraged to have an informal discussion about the role with Jo Brocklesby SENDCo jbrocklesby@hgsc.co.uk

The closing date is Wednesday 5 October 2022 (9.00am) and interviews will take place week commencing Tuesday 11 October 2022.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check.

Further information is available by contacting Alison Keeton- Headteachers PA via e-mail akeeton@hgsc.co.uk

The application form and information pack is available on the school website www.hgsc.co.uk

Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy as your application may not be considered.

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils. In September 2020, Chapeltown Academy joined the Trust and enhanced the post-16 provision within the Trust in the north of the city and in September 2021, we were delighted that Woodthorpe Community Primary School became the first primary school to join the Trust. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity to join the Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher

Dear Applicant,

Thank you for your interest in this role at our school. Handsworth Grange Community Sports College is a popular 11-16 comprehensive school located in the South East of Sheffield. Our mission is to provide an exceptional education for every student, every day.

To achieve our mission, we will:

- Provide a broad and balanced curriculum that challenges everyone.
- Provide care and support to break down barriers to learning.
- Improve our students' vocabulary, comprehension and reading skills.
- Demand high levels of progress and achievement from all students.

We are fully inclusive and have a strong family ethos. Our student population is diverse and we celebrate our beliefs and cultures which creates a rich, vibrant atmosphere. We have high expectations of everyone, staff and students alike, and work hard to develop positive relationships to create a firm sense of togetherness. In doing so we promote the following values:

Together we:

- Care for each other
- Laugh with each other
- Learn from each other
- Celebrate with each other
- Are safe, responsible and respectful

We have a tradition of strong academic performance, in particular in English, Mathematics and Technology. For the last 4 years we have achieved above average Progress 8 scores and we are currently ranked 4th highest in Sheffield. We are proud of the achievements of our disadvantaged students who have the highest levels of progress in the City.

In October 2017 we were judged to be 'Outstanding' by Ofsted and as a result we founded the Minerva Learning Trust. As part of that role we work collaboratively and share best practice with other schools in the Trust.

Our students are approachable and friendly. Please come and see for yourself; we welcome visitors to the school.

If you believe you have the necessary skills and experience to join our organisation and help us achieve our mission then we look forward to receiving your application.



Nick Parker

Headteacher

Handsworth Grange Community Sports College's Cultural Fit

Working in a school where you are not aligned with the culture and ethos can be a challenging and often miserable experience. So.... we both need to have alignment if you come to work here!

- We live by the values of caring for each other, laughing with each other, learning from each other and celebrating with each other.
- We believe that the needs of children come first.
- We believe that every child has ability, character and potential to improve.
- We believe that we all have a professional obligation to improve so that we can provide the best educational experience possible for our children.
- We believe that every child deserves a hero and that for some of our students "if we won't, who will?"
- We believe in a culture of the possible, where we can all make progress beyond what anyone could have imagined.
- We believe that hard work and positive relationship are the key to success for staff and students.
- We believe in growing our own staff through quality support and CPD.
- We believe that truly great teaching is that which improves students' progress.
- We believe an evidence informed approach to teaching and learning helps us identify what works best in the classroom.
- We believe that feedback should be timely and respond to the needs of individual students.
- We believe that good literacy and numeracy skills are essential to students making progress and that we have a duty to teach these skills as part of our curriculum.
- We acknowledge that we all make mistakes and learn from them to make us better.
- We are dedicated to preparing our children to thrive in the next stage of their education.

Section 4: Job Description



Minerva Learning Trust Job Description



Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	Higher Level Teaching Assistant
GRADE/SALARY	Grade 5 (point 15-20)
HOURS/WEEKS	37 hours 39 weeks Permanent
LOCATION	Handsworth Grange Community Sports College
RESPONSIBLE TO	SENDCo
RESPONSIBLE FOR	Responsible for the management and development of a specialist area within the school including delivery of CPD for teaching assistants.
PURPOSE OF THE JOB	Working within an agreed framework of supervision to complement the professional work of teachers by taking responsibility for agreed learning activities, including planning, preparation and delivery. These activities can be for the individuals/groups or whole classes on a short-term basis including monitoring and assessment, recording and reporting on pupil achievement, progress and development.
RELEVANT QUALIFICATIONS	Meet higher level teaching assistant standards or equivalent qualification or experience. Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths.

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

MAIN DUTIES

This is not a comprehensive list of all tasks which may be required of the post holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

Support for Pupils

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Establish productive working relationships with pupil, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

Support for the teacher

- Organise and manage appropriate learning environment and resources
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required on pupil 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 pupils' learning and contribute to/lead progress/achievement etc
- Administer and assess/mark tests and invigilate exams/tests
- Production of lesson plans, worksheet etc
- Support in the deployment of TAs where appropriate.
- Devise and report on specific intervention programmes for identified students.
- To manage the SEND Base provision where necessary as directed by the MALP.

Support for the curriculum

- Deliver learning activities to pupils within agreed systems of supervision, adjusting activities according to pupil responses/needs
- Deliver local and national learning strategies e.g. literacy, numeracy, KS3, KS4 and make effective use of opportunities provided by other learning activities to support the development of pupils' skills

- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests, language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

Support for the school

- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher to support achievement and progress of pupils
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others

SAFEGUARDING

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

OTHER SPECIFIC DUTIES



- To play a full part in the life of the school community, to support it's mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

GENERAL

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.

3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Section 5: Person Specification

	<h1>Minerva Learning Trust</h1> <h2>Person Specification</h2>		
Post title: Higher Level Teaching Assistant			
Minimum Essential Requirements			Method of Assessment
QUALIFICATIONS AND TRAINING			
Meet higher level teaching assistant standards or equivalent qualification or experience. Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths.			AF/I
Training in the relevant learning strategies e.g. literacy. Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT.			AF/I
KNOWLEDGE AND EXPERIENCE			
Good understanding of child development and learning processes			AF/I
Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies			AF/I
Must have excellent proven skills in current GCSE Maths at Higher level in order to deliver as a specialism			AA/I
Can manage behaviour of pupils in a reasonable manner			AA/I/R
PROFESSIONAL DEVELOPMENT			
Constantly improve own practice/knowledge through self-evaluation and learning from others			AF
Willingness to participate in professional development			AF/I
Evidence of a commitment to continued professional development			AF/I
SKILLS			
Excellent Interpersonal skills			AF/I
Can use ICT well to support learning			AF/I
Can complete and maintain pupil records			AF/I
Ability to complete and maintain pupil records			AF/I
Ability to relate well to children and adults and to build positive relationships			AF/I

Ability to use a range of strategies to support positive behaviour and self-regulation	AF/I
Has practical and organisational skills to prepare and manage educational resources	AF/I
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	AF
QUALITIES AND ATTRIBUTES	
Ability to relate well to children and adults	AF/I
Can maintain trust and confidentiality where appropriate	AF/I
A pleasant disposition and ability to stay calm under pressure.	AF/I
Demonstrate a positive team approach to work	AF/I
To have a willingness to participate in the whole school approach to mentoring students and play an active role as directed by line manager	AF/I
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

Key: AA = Assessed activity
AF = Application form
I = Interview
R = Reference

Section 6: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form

Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

5. Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.

8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to akeeton@hgcsc.co.uk by the closing date.