



**WE ARE** ASTREA

**HLTA - INCLUSION**

**NETHERWOOD ACADEMY**  
PART OF ASTREA ACADEMY TRUST

**APPLICANT BRIEF**





# OPEN LETTER FROM PRINCIPAL, JONNY MITCHELL

Dear Candidate

I am absolutely delighted that you have shown an interest in applying for this absolutely crucial post at Netherwood. Netherwood is on a journey to becoming an exceptional place to learn, and I am keen to ensure that the academy community espouses the values and vision around which I have cultivated my own professional journey – and I want exceptional colleagues to join the staff community to realise the potential which Netherwood clearly has in spades.

We need to attract the right calibre of professional to work alongside our dedicated team of staff; a colleague who shares the clear vision that the child is at the very heart of everything we do; a colleague who is able to enjoy positive, professional relationships with young people; and, perhaps most importantly, a colleague who can demonstrate high levels of resilience and emotional intelligence when dealing with complex and sensitive situations.

The ideal candidate will be an experienced and outstanding classroom practitioner with a track record of strong outcomes and in supporting the development of other colleagues. We need someone who can walk the walk and be a beacon of excellent practice in a classroom environment, whilst possessing the muscularity of intellect and professional credibility to drive up standards across the academy.

I hope you can see that this is an exciting time to join the Academy. If you are considering applying for this role, you will need to have ambition for the students as well as for yourself. I want colleagues who are prepared to push themselves professionally to develop their skills and experiences, so that the young people of Netherwood get the very best we can offer them; my ambition is that Netherwood provides a world-class education, and colleagues joining the academy will need to want to be part of this ambition.

Everyone connected with the academy will expect commitment and drive, but this needs to be coupled with sensibility and humility. A sense of humour and a willingness to work really hard are also huge attributes. I would never have entertained the idea of becoming Principal in a school I did not think had the level of potential that this place has – if you feel you have the skills, expertise, energy, enthusiasm and passion to join the staff team here, please ensure you submit an application.

I am currently able to arrange short visits to the academy after 3pm most days. I may have limited availability to conduct short visits during the school day, subject to availability. If you would like to visit, please contact me; equally, if you would like an informal conversation about the role prior to submitting an application, please feel free to get in contact with me to make arrangements.

My email address is [jonny.mitchell@astreanetherwood.org](mailto:jonny.mitchell@astreanetherwood.org)

In the meantime, I very much look forward to hearing from you. I appreciate the amount of time that goes into preparing an application, so thank you in advance for considering joining us.

**Jonny Mitchell**  
Principal at Netherwood Academy



# JOB DESCRIPTION

<b>POSITION</b>	<b>Higher Level Teaching Assistant - Inclusion</b>
<b>SALARY RANGE</b>	<b>Grade 6, points 18 to 23</b>
<b>CONTRACT TYPE</b>	<b>Permanent</b>
	<b>Term Time (38 weeks &amp; 2 INSET days)</b>
	<b>37 hours per week, Monday to Friday</b>
<b>REPORTING TO</b>	<b>Inclusion Manager</b>
<b>LOCATION</b>	<b>Netherwood Academy</b>

The Higher Level Teaching Assistant will carry out the responsibilities listed below in a manner which is in keeping with the ethos of the Academy.

This description is not intended to be exhaustive and is a general outline of the typical duties and responsibilities expected to be carried out whilst accepting that these may vary.

The post holder will under the guidance of their Line Manager organise their own work load and will make decisions as to how and when duties are to be carried out and will respond independently to unanticipated problems and solutions.

## Purpose

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. Planning, preparing and assessing, recording and reporting on students' achievement, progress and development.

Responsible for the management and development of a specialist area within the Academy's Inclusion provision.

To advance students' learning in a range of classroom settings, including working with individuals, small groups and whole classes (sometimes as the lead practitioner when required).

Part of the management team, involved in planning, budget responsibilities. Lead on discrete areas responsible for design and delivery of support requiring advanced level of knowledge.

Under an agreed system of supervision: take a lead role within the Academy to address the needs of students who need particular help to overcome barriers to learning.

## Key Areas:

- Support for Students
- Support for the Teacher/ Inclusion Manager
- Support for the Curriculum
- Support for the Academy



## Key Duties and Responsibilities

### Support for Students

- Assess the needs of students and use detailed knowledge and specialist skills to support student's learning.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Assist the teacher with the development and implementation of Individual Education/ Behaviour/ Support/ Mentoring plans.
- Undertake comprehensive assessments of students to determine those in need of particular help.
- Provide information and advice to enable students to make choices about their own learning/ behaviour/ attendance.
- Provide feedback to students in relation to progress, achievement, behaviour and attendance.
- Promote the inclusion and acceptance of all students within the classroom.
- Support students consistently whilst recognising and responding to their individual needs.
- Attend to students' personal needs and provide advice to assist in their social, health and hygiene development.
- Encourage students to interact and work co-operatively with others and engage all students in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Use specialist skills/ training/ experience to support students.
- Take a lead role in managing and delivering pastoral support to students and provision of support for students with special needs.
- Manage the supervision of students excluded from, or otherwise not working to, a normal timetable.
- Arrange and develop 1:1 mentoring arrangements with students and provide support for distressed students.
- Take a lead role in managing the speedy/ effective transfer of student across phases/ integration of those who have been absent/or reintegration plans for students based in the Academy's Inclusion provision.
- Challenge and motivate students, promote and reinforce self-esteem.

### Support for the Teacher/ Inclusion Manager

- 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 student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objectives and accurate feedback and reports as required on student 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.
- Take lead role in the development and implementation of appropriate behaviour management strategies and monitoring of systems relating to attendance, integration and praise and reward.
- Work within an established discipline policy to anticipate and manage behaviour constructively promoting self-control and independence.
- Administer and assess/ work tests and invigilate exams/ tests as necessary in the Inclusion department.
- Production of lessons plans, worksheets, plans etc.
- Be responsible for creation and maintenance of purposeful, orderly and productive working



environment.

- Undertake marking of students work with specialist area and accurately record achievement/ progress.
- Manage records, processes, information and data, producing analysis and reports.
- Promote and ensure the health and safety and good behaviour of students at all times.
- Manage liaison with Inclusion Manager and other relevant bodies to gather student information about students within specialist Inclusion cohorts.
- Support students' access to learning using appropriate strategies, resources etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Monitor and evaluate students' responses and progress against action plans through observation and planned recording.
- Supporting the role of parents in students' learning and contribute to/ lead meetings with parents to provide constructive feedback on student progress/ achievement etc.
- Establish constructive relationships with parents/ carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Administrative support e.g. dealing with correspondence, compilation/ analysis/ reporting on attendance, exclusions, making phone calls etc.

### **Support for the Curriculum**

- Undertake cover where necessary within the Inclusion department.
- Deliver learning activities to students within agreed system of supervision in specialist area and adjusting activities according to student responses/ needs.
- Deliver local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of students' skills.
- Use ICT effectively to support learning activities and develop students' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/ resources/ equipment.
- Be responsible for maintenance/ quality/ safety of specialist equipment.
- Provide highly specialist advice and guidance as required.
- Implement agreed learning activities/ teaching programmes, adjusting activities according to student responses/ needs.
- Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for students to broaden and enrich their learning.
- Determine the need for, prepare and use specialist equipment, plans and resources to support students.

### **Support for the Academy**

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/ work/ aims of the Academy.
- Establish constructive relationships and communicate with other agencies/ professionals, in liaison with the teacher, to support achievement and progress of students.
- Attend and participate in regular meetings.



- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Be responsible for the provision of out of school learning activities within guidelines established by the Academy.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.

#### **General**

- To undertake any other duties, commensurate within the grade, at the discretion of the Principal.
- Be familiar and comply with all relevant Health and Safety, Operational, Personnel, Child Protection.
- To develop and promote high standards throughout the Barnsley Children, Young People and Families Service.
- Ensure equality of opportunity is afforded to all persons both internal and external to the authority, actively seeking to eliminate any direct or indirect discriminatory practices/behaviour.

#### **General Information and Working Arrangements**

Netherwood Academy operates a no smoking policy throughout the site.

Netherwood joined Astrea Academy Trust in May 2017 and caters for the 11-16 age range. The Academy is very popular and growing and the number on roll is currently 1140. We value equally all members of the school community and work together for the educational progress of all our students in partnership with the whole community.

**The Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.**

**The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.**



# PERSON SPECIFICATION

This part will allow you to understand who we are looking for within this role and the skills knowledge or experience that we would expect.

Relevant Experience	Essential	Desirable
Recent relevant experience	*	
Experience working with children of relevant age in a learning environment	*	
Significant experience of working in a relevant discipline in a learning environment	*	
Experience of working with students with additional needs	*	
<b>Education and Training</b>		
HLTA status or equivalent	*	
Level 3 qualification in specified subject	*	
Excellent numeracy/ literacy skills	*	
Training in relevant learning strategies e.g. literacy/numeracy	*	
Specialist skills/ training in curriculum or learning area e.g. bi-lingual, sign language, ICT	*	
<b>General and Special Knowledge</b>		
High level of competence in Inclusion	*	
Full working knowledge of relevant policies/ codes of practice/ legislation	*	
Working knowledge and experience of implementing national/ foundation stage curriculum and other relevant learning programmes/ strategies	*	
Good understanding of child development and learning processes	*	
Understanding of statutory frameworks relating to teaching	*	
Ability to organise, lead and motivate a team	*	
Constantly improve own practice/ knowledge through self-evaluation and learning from others	*	
<b>Skills and Attributes</b>		
Ability to relate well to children and adults	*	
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	*	
Effective use of ICT to support learning	*	



Use of specialist equipment/ resources	*	
Ability to self-evaluate learning needs and actively seek learning opportunities	*	
Relevant knowledge of first aid	*	
Ability to plan effective actions for students at risk of underachieving	*	
Understand range of support services/ providers	*	
<b>Additional Factors</b>		
Demonstrate a commitment to Equal Opportunities	*	
To comply with all Trust policies adopted by the Executive Board for example, Health and Safety, Equal Opportunities, Child Protection and Data Protection	*	