



BELIEF IN EVERY CHILD



WELCOME TO BLACKDOWN EDUCATION PARTNERSHIP

Thank you for your interest in this post. Please take some time to have a look at this pack and gain a sense of who we are and what we stand for. All Multi-Academy Trusts are different and we are keen to explain why we believe that our values and ethos make us a great employer.

The Blackdown Education Partnership was created by the merger of two founding trusts which shared some important similar values. Put simply, we believe that collaboration, partnership working and sharing our best ideas will enable us to deliver on our mission.

- To nurture and develop the ambition, talents and interests of every child
- To break down the barriers that inhibit the opportunities and achievements of disadvantaged pupils so that they can go on to lead lives of choice and opportunity
- To create a family of schools that are deeply and purposefully connected to their communities.

All our schools share this purpose and we work closely together to understand and deliver it.

We do not believe in creating schools which are replicas of each other. Our philosophy of aligned autonomy enables Headteachers to make effective decisions within the context of each individual school. We do not have a common curriculum but we do have a view on excellence and seek to harness the expertise of our subject leads to ensure that each school delivers schemes of learning that are rigorous, inspiring and rich in knowledge. Curriculum and other leaders across our schools meet regularly to network, share and moderate and the Trust operates a well-developed programme of peer-review to ensure that leaders are challenged, supported and have access to excellent professional development.

Our schools are all characterised by a strong ethos, ambitious culture and compassionate environment which together drive success. We are lucky enough to employ brilliant people who share our vision, many of whom have started careers with us and stayed to progress these careers. We want people to join us who believe that, whatever their role, they can make a difference to the life chances of students. We are totally committed therefore to helping all our staff thrive and fulfil their professional ambitions. A large number of colleagues are currently undertaking leadership development and we run regular networks and collaborative groups to allow colleagues to share best practice across the Trust.. We also offer some more bespoke leadership programmes run through our outstanding network of partners.

We take staff wellbeing seriously and take active steps to reduce workload. We have a wellbeing offer which ranges from gym membership and support with personal fitness to talking therapies and subscribe to Carefirst. We also allow employees personal days to enable everyone to enjoy some flexibility over attendance and participation in events that they might not otherwise be able to.

We are always willing to consider flexible working requests and job-shares and pride ourselves on a family friendly approach across our schools. The best resource we can provide for pupils is highly skilled, happy and fulfilled staff.

We are looking for an individual who shares the same vision and values – if you believe that you have the skills, drive and vision to help us achieve our aims we would be delighted to receive your application.

LORRAINE HEATH, OBE
CHIEF EXECUTIVE OFFICER





HEADTEACHER : MRS LAURA JENKINS

WELCOME TO UFFCULME SCHOOL

Dear Applicant

Thank you for your interest in this post. This is an exciting opportunity for us to recruit a motivated and enthusiastic Higher Level Teaching Assistant to join our existing highly successful team at Uffculme School.

Uffculme is a happy and friendly school with high ambitions for every student. We are fully inclusive but are relentless in our determination that every child will fulfil their potential. Our reputation and outcomes speak for themselves and although we are regularly the top performing comprehensive school in the region, we refuse to be complacent. We want to be the best school we possibly can be and are always looking for ways in which we can develop and improve.

If you share these aspirations and believe you can contribute to our continued success, I would be delighted to receive your application.

We are committed to safeguarding and promoting the welfare of children and all candidates are expected to share this commitment. This post is subject to a satisfactory enhanced DBS check.

A handwritten signature in dark ink that reads 'Jenkins'.

Laura Jenkins, Headteacher

The Opportunity



HLTA, Literacy Interventions

- Permanent, term time only (38 weeks per year + 3 days)
- 13 hours per week over 2 days (8.30am – 3.30pm, including 30 minute unpaid break)
- £27,709 - £29,542 FTE; actual salary £8,251 - £8,797 (NJC grade D, points 8 to 12)

Main Job Purpose

- To act as the lead for Key Stage 3 literacy interventions across the school

What you can expect from us:

- Eligibility to join excellent Local Government pension scheme.
- Option to make additional voluntary contributions to pension for local government pension scheme members which can help boost retirement benefits.
- Access to a range of continuous professional development opportunities.
- Trust wide charity events designed to encourage our people to participate in meaningful activities.
- Access to wellbeing provision which offers information and advice on a range of workplace and personal issues.
- Flexible working opportunities.
- Enhanced special leave provision, including additional time off as part of our 'Personal Day' entitlement which supports employees to achieve a better work/life balance.
- Free car parking.
- On site catering facilities, all of which provide healthy and nutritious meals at a low cost.
- Discounted membership at our on-site gym.
- Cycle to work scheme which enables employees to purchase a bike and accessories for their commute to work.
- Free tea and coffee.

See the Job Description for a full breakdown of the role and responsibilities.

Closing date 9.30am Monday 26th October; interviews during the week commencing 2nd November.

Job Description



Post	Higher Level Teaching Assistant (HLTA), Literacy Interventions
Grade	NJC Grade D, Points 8 to 12
Hours	Term time, plus 3 INSET days (38 weeks per year + 3 days)
Responsible to	SENDCo

Purpose of the Role

- To act as the lead for Key Stage 3 (KS3) literacy interventions across the school

Main Duties

- Carry out the Single Word Reading Tests (SWRT) of Year 7 students in September, and all of KS 3 in June and July each year
- Identify and work with 1:1 or small groups in Years 7-9, based on results of reading and spelling tests, previous support, EHCP need and teacher referrals
- Make and give out resources including word mats, vocab fob, reading diaries etc
- Identify, allocate and monitor Exam Reader pens for suitable students
- Organise and monitor the iSEND library, including checking stock and ordering new reading books
- Run parent support meetings 2-3 times a year to share resources, strategies and information about literacy interventions
- Function as the RNIB manager for students who need digital copies of textbooks
- Participate in training and other learning activities as required
- Maintain an up-to-date knowledge of relevant legislation, local provision, and policy developments

Support for pupils

- Support students with book choices and ensure a wide range of dyslexia friendly books are available
- Run a weekly session with EAL students to support their language development and wellbeing
- Support students with handwriting issues; suggest exercises to be done at home, check in regularly
- Offer support with the school's chosen software, Text Help Read & Write, for students who use a computer reader, including providing initial set up and training

Support for the SENDCo

- Support SENDCo to deliver CPD to staff as required
- Undertake any reasonable duties as directed by the SENDCo or Headteacher

Support for the school

- Run lunchtime games club to support students' wellbeing
- Contribute to the overall work/aims of the school in line with pastoral policies and local and national developments

Safeguarding

- Attend all safeguarding training as directed
- Follow Trust procedures and report any concerns to the relevant DSL

Data Protection

Ensure that legislation and Trust policy and procedures relating to confidentiality and data protection are adhered to.

Special Factors

This role may involve some traveling between schools within the Trust (and new ones that may join in the future). The reimbursement of travel costs to schools, other than the location of your normal working location, will be as per the Trust's travel policy

The post-holder will support the achievement of the Trust's objectives by working proactively with colleagues on projects or activities outside their direct area of responsibility as required.

The post holder is expected to familiarise themselves with and adhere to all relevant Trust and School based Policies and Procedures including Health and Safety and Data Protection requirements and to be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the Trust's safeguarding policies.

As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands, or final warnings as well as convictions, whether 'spent' or 'unspent'. Criminal convictions will only be taken into account when they are relevant to the post.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of duties or the level of responsibility entailed.

The Trust seeks to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

PERSON SPECIFICATION – HLTA, Literacy Interventions

Criteria		Essential/ Desirable
Qualifications and Experience	Grade C or equivalent in at least 5 GCSE qualifications, including Maths and English	E
	Experience of administrative work in a school/college environment or equivalent	E
	A levels or equivalent qualification	D
	HLTA qualification	D
Skills and Knowledge	Excellent IT skills including practical experience of Microsoft Office packages	E
	Ability to communicate confidently with a wide range of people at all levels, including students, parents, staff and outside agencies	E
	Excellent organisational skills	E
	Attention to detail and accuracy	E
	Ability to work effectively as part of a team and to use own initiative	E
	Ability to manage own workload and meet competing deadlines	E
	Knowledge of issues relevant to special educational needs, including the SEN code of practice	D
	Knowledge of school MIS systems such as SIMS or Bromcom	D
Personal Qualities	Resilient, able to work under pressure	E
	Ability to adapt to change	E
	Flexibility and a positive attitude	E
	Commitment to maintaining confidentiality at all times	E
	Willingness to commit to additional training and development	E
	Commitment to safeguarding and equality	E



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OUR MISSION

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