

Higher Level Teaching Assistant



Oasis
Academy:
Hadley

Dear Applicant,

Thank you for your enquiry regarding the position of **Higher Level Teaching Assistant** at Oasis Academy Hadley. We are part of Oasis Community Learning which runs over 50 academies across the UK.

I hope you find the information pack helpful. If you would like to apply, please complete the Application Form and Equal Opportunities form (CVs are not accepted) and return it to Alice Weeks, People Directorate Officer, by either of the following ways:

Email: hr@oasishadley.org

Post: People Directorate Office
Oasis Academy Hadley
143 South Street
Enfield
EN3 4PX

If you would like to discuss the post please contact, Alice Weeks, People Directorate Officer on 020 8804 6946 ext 73012 or 72803 or email hr@oasishadley.org.

The closing deadline for applications is no later than **8am on Monday 4th July 2022**. Applications will be reviewed on an ongoing basis so early applications are encouraged.

Please ensure you provide the name, address and status of two referees, one of whom should be your current Headteacher. Candidates should be aware we will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview.

Interviews will be **W/C Monday 4th July 2022**, if you have not been invited to attend by **Tuesday 5th July 2022**, you should assume that your application has not been successful. Unfortunately, we will not be able to provide feedback on your application at this stage.

If you would like to know more about us before you apply please see our website www.oasisacademyhadley.org, if you are not clear about any aspect of the application procedure, do not hesitate to contact us for clarification.

I wish you well and thank you once again for your interest in what we think will be a rewarding post.

Yours sincerely,



Zoë Thompson
Principal

About Oasis Academy Hadley

Oasis Academy Hadley is a great place to work and learn. We are an all-through family school, where children at every key stage from ages 2 to 19 learn well and make good progress.

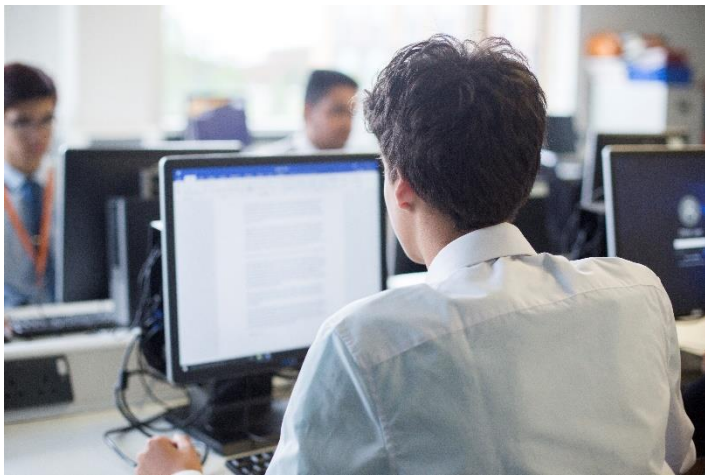
We pride ourselves on being inclusive and championing the gifts and talents of every individual. The happiness, care and wellbeing of all our children is central to our approach and enables everyone at Hadley to thrive in a safe and secure environment.

We have an established culture of high expectations, where children are taught well and encouraged to develop both academically and culturally. Having such a well-rounded learning experience is central to our purpose as it is this that enables our children to be aspirational for themselves, their families and their community. By nurturing a positive mindset we build children's confidence to be successful whichever path they choose.

Being an all-through school means that many children are with us for the majority of their formal education and do stay on into our very popular Sixth Form where each year, approximately 95% go onto University with 85% going to Russell Group and top third Universities which are some of the best in the world.

Hadley has a track record of great achievements and is an inspirational place to learn and work. Throughout all phases of our Academy we have a team of skilled and dedicated staff with a great deal of expertise who are committed to securing the best outcomes. To achieve this, we place a great deal of importance in continuing professional development and we have an established leadership development programme.

Oasis Academy Hadley is one of 53 Academies who form part of the Oasis Community Learning. Each Oasis Academy and the services behind them, are committed to creating exceptional entitlement that ensures that all children have real choice in their lives.



About Oasis Community Learning

The vision of Oasis Academies is to create both outstanding schools and community hubs. As well as delivering first-class and innovative education, Oasis builds 'Hubs' in the area it works in; creating safe and inspiring local neighbourhoods that provide integrated and diverse services to benefit the whole person and the whole community.

Oasis Community Learning seek to create and sustain networks of excellent learning communities working in the context of the Oasis Ethos where every student can reach their full potential. Oasis believes this can be achieved through clear leadership, outstanding staff, a positive and affirming environment, strong partnership between students, parents/carers and the local community, along with the wider national and international links the Oasis' global operations create.

Our ethos is an expression of our character- it is a statement of who we are and therefore a lens through which we assess all we do. The work of Oasis Community Learning is motivated and inspired by the life, message and example of Christ. This is encapsulated by the following five statements:

- a passion to include everyone
- a desire to treat everyone equally, respecting differences
- a commitment to healthy and open relationships
- a deep sense of hope that things can change and be transformed
- a sense of perseverance to keep going for the long haul

The full Education Charter explains how our ethos impacts in Oasis Academies and can be found on www.oasiscommunitylearning.org

At Oasis Academy Hadley we interpret the Oasis Ethos through the Hadley Way.

The Hadley Way

ASPIRE: We will have the highest expectations of ourselves and others for both learning and behaviour.

ACHIEVE: We will be the best we can

CARE: We will consider others and make positive contributions to the Academy, local and global communities in which we live

ENDEAVOUR: We will be resilient, enjoy a challenge and not give up easily.

About Phase 1 – Our Primary Phase

At Hadley we are committed to providing a great educational experience for our children, and we are proud to serve a local community which is culturally and economically diverse. We always maintain high expectations of all children, encouraging them to be an ambitious and aspirational, providing them with life experiences they may not otherwise have and developing their cultural capital.

Oasis Academy Hadley operates very much as one all through school in one building with two Phases. Phase 1 - our Primary Phase, starting from Nursery going to Year six, and Phase 2- our Secondary Phase, educating children from Years 7 to 13. Our Primary phase admits children in two forms of entry.

Having one large Academy within a large family of schools, enables us to have so many great resources due to economies of scale. We are an official Apple school which means that all children from Reception to Year 13 have their own Apple iPad to use at home and school to support learning and wellbeing. All teachers and teaching assistants also have iPads, and all classrooms in Phase 1 have the latest Clevertouch boards. We also have a large well-resourced library and excellent sport facilities including a big sports hall, gym, dance studio, recital rooms and music studio. We follow a centralised Oasis curriculum for Reading, Writing, Maths and Science which is adapted to meet the needs of individuals and receive support from Oasis National Lead practitioners for each subject.

In Phase 1, the teaching of PE, French, Spanish, Music and Dance is carried out by specialist Phase 2 teachers, allowing our primary specialist teachers to focus on planning and teaching in the core curriculum areas.

Our admissions arrangements give staff priority for places in our nurseries and school. We also operate a full wrap around care service throughout the year.

We have high aspirations for all our children and this is reflected in many ways including the names of our 75 classes throughout the academy, which take their names from the best universities around the world.

Higher Level Teaching Assistants in Phase 1

Higher Level Teaching Assistants in Phase 1 are used across the phase to support teachers and other support staff. They have additional responsibilities within their role which range from leading and managing wrap around care services to mentoring apprentices. Higher Level Teaching Assistants lead lessons in both maths and English and are called to cover class in the absence of a teacher.



Job Description

POST:

Higher Level Teaching Assistant

ACCOUNTABLE TO:

The Principal, under the day-to-day management and leadership of the Deputy Principal, Phase 1.

GRADE:

Support Staff Scale 5 (Outer London) 12-18, £21,903 - £24,380 per annum (actual)

Local Government Pension Scheme

KEY RELATIONSHIPS:

Academy Leadership Team; relevant teaching and support staff; students; partner professionals; parents; local community; other Oasis Academies and Oasis Community Learning central staff.

LOCATION:

Oasis Academy Hadley

WORKING PATTERN:

Term Time Only

37 hours per week, 39 weeks per year.

JOB PURPOSE:

To provide higher level assistance to students with additional need: supporting the work of teachers and other support staff and to provide cover for absent teachers.

RESPONSIBILITIES:

1. To contribute to the provision for students within a Faculty or Phase
2. To contribute to the raising of the achievement of Additional Educational Needs (AEN) students and support them in making expected or better progress
3. To provide cover for absent teachers.
4. To promote and safeguard the welfare of children you come into contact with.

OUTCOMES:

1. Strategic Development and Academy Development

- Responsible, as a member of staff, for promoting and developing a positive culture and to ensure diversity within the Academy community is recognised and respected.
- Raise student achievement by developing outstanding Phase 1 practice in liaison with the class teacher.
- Contribute to the development of the Academy's vision, values and aims and to abide by agreed professional behaviours and attitudes.

2. Curriculum Activities

- Work closely with class teachers, Learning Support teachers, Learning Support Assistants and other staff to ensure identified students' needs are met.
- Ensure all students are able to access to classroom activities by using a variety of teaching and learning strategies.
- Ensure that a high quality play based learning environment is maintained in EYFS and KS1/2 classes and during out of hours activities.
- Assist with and implement, under the guidance of appropriate professional staff, individual education plans, Statements of Special Educational Needs and Pastoral Support Programmes.
- Work 1:1 or with small groups of students when this is part of the overall strategy for meeting the needs of the individual student.
- Work with individuals or groups of students on specified support programmes.
- Support curriculum teachers with the preparation and delivery of differentiated and varied teaching activities, giving feedback to staff where appropriate.
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2. Curriculum activities

- Work closely with LSAs, and class teachers to ensure high quality support is given to AEN students in a designated faculty.
- Liaise with faculty staff regarding issues affecting students with AEN and production of resources to support learning, assessment and revision.
- Be a lead professional in supporting students with AEN and participate in the training and induction of LSAs.
- Keep records of student progress and intervention work.
- Assist with the review of IEPs, Statements and PSPs as required.
- Support students with Access Arrangements in Academy and public examinations tests as required.
- Provide cover for absent teachers in the designated faculty area or phase and in other areas of the Academy if required.

3. Student Well-being

- Build and maintain close and secure relationships with students, ensuring that their care, health and well – being are promoted at all times.
- Provide minor first aid treatment. Following appropriate training, assist students with feeding or breathing difficulties, epileptic seizures, diabetes or other immediate physical needs.
- Change soiled children or support children to change themselves in accordance with the Academy's policy.
- Support the induction process for children and families, which may include home visits with another member of staff as required.
- Assist in the physical management of individual students.
- Work with individual and groups of students to encourage them to achieve greater independence and self-confidence.
- Assist with lunchtime clubs in the Inclusion area.
- Look after children who are upset or have had accidents
- Help with escorting students on educational visits and participate in extra-curricular activities as required.
- Develop positive partnerships with parents and carers.

4. Key Person Role (where appropriate to Phase)

- Be the Key Person for an assigned group of children.
- Keep observational records of key children and use them to inform planning and maintain a record of the child's day. Share with parents and other practitioners within the setting as appropriate.
- Be responsible for monitoring and reporting to parents on the progress of key children, under the direction of a class teacher.

5. General

- Attend training including the Academy's Training Days.
- Attend team meetings
- Carry out routine administrative tasks
- Participate in the Academy's Performance Management process.

The person undertaking this role is expected to work within the policies, ethos and aims of the Academy and to carry out such other duties as may reasonably be assigned by the Principal. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions, including extra-curricular activities, are fulfilled through direct dialogue with employees, contractors and community members.

All staff take an active role in the Academy's care and guidance of students.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • GCSE English and maths at A*-C or level 2 equivalent • Higher Level Teaching Assistant Qualification or a willingness to achieve • Level 3 qualification in childcare/NNEB for EYFS posts • Paediatric First Aid 	<ul style="list-style-type: none"> • Level three qualification
Experience, Knowledge and Understanding	<ul style="list-style-type: none"> • 2 years successful experience of working as a Learning Support Assistant in a school or academy setting • Knowledge of the National Curriculum requirements (EYFS and/or KS1/2) • Knowledge and understanding of a play based curriculum (for EYFS posts) • Knowledge of a Key Person system and observation based on planning and record keeping. curriculum (for EYFS posts) • Knowledge and understanding of Child Protection Procedures. • Commitment to ensuring access to the curriculum for children with AEN • observations and contribute to student reviews • Understanding of the practical application of Equal opportunities in an Academy context 	

	<ul style="list-style-type: none"> • Ability to motivate and encourage children to meet their targets for learning and/or behaviour • Ability to show awareness to when it is appropriate to consult teachers about a student's behaviour, development, health or learning • Ability to converse at ease with parents/students and members of the public and provide advice in accurate spoken English • Knowledge and experience of using ICT • The ability to converse at ease with parents/students and members of the public and provide advice in accurate spoken English <p>Ability to write reports, keep working records and</p>	
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Good organisational skills, ability to show initiative • Ability to demonstrate patience with firmness • Good communication skills • Ability to lead a team and work as part of a team • Ability to reflect • Ability to form and maintain appropriate relationships and personal boundaries with children • Emotional resilience in working in a range of challenging situations • Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos 	

Explanatory Notes

Applications will only be accepted from candidates completing the enclosed Application Form. Please complete ALL Sections of the Application Form which are relevant to you as clearly and fully as possible (Sections A & B). CVs will not be accepted in place of a completed Application Form.

Safeguarding Children & Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced Disclosure and Barring checks

1. Candidates should be aware that all posts in Oasis Community Learning involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
2. Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as “spent” must be declared.
3. If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether the disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
4. Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate be answered not applicable if your duties have not brought you into contact with children or young people.

Interview Process

After the closing date, short listing will be conducted by a Panel, who will match your skills/ experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy Disclosure and Barring check requirements such as a current driving license including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing a change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

We will seek references on shortlisted candidates for Academy based positions and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

For Academy based positions, in addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline.

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon: -

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity and qualifications
- Vetting and Barring Checks
- Satisfactory Disclosure and Barring check
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period.
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

For teaching posts

- Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)
- Verification of medical fitness in accordance with DFE Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or ISA and/or other relevant investigating bodies.