

Information for Candidates

Higher Level Teaching Assistant (KS4 Alternative Curriculum)



**THE
HESSLE
ACADEMY**

Mr V Groak
Headteacher

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Our Academy

The Hessle Academy is one of only 170 all-through schools in the country providing education and support for learners aged 3-19. The Academy comprises Hessle High School and Sixth Form College and Penshurst Primary School.

The Hessle Academy is a member of The Consortium Academy Trust, a fast-growing Multi-Academy Trust, formed in 2017. The Academy, located in the East Riding of Yorkshire, primarily serves the East Riding town of Hessle and some parts of West Hull. Smaller groups of learners are drawn into the secondary phase from the neighbouring small towns and villages of East Yorkshire as well as from Barton, in North Lincolnshire. Proximity to the M62 ensures easy access to the motorway network and other major cities in Yorkshire and beyond.

The Hessle Academy is a good and ambitious school. This was recognised by Ofsted in our most recent inspection in September 2018, when the achievement of learners, quality of teaching, behaviour and personal development of learners, leadership and management were all judged to be good. In recent years, outcomes for learners have been consistently above average in terms of attainment and the school is a disciplined and well-organised environment. We have high standards of school dress and have clear expectations on punctuality, attendance and behaviour. Our learners are positive and respond well in all aspects of school life.

The school is a hub of learning with enthusiastic and engaged children who demonstrate a real passion for both work and play.

Penshurst Primary is a larger-than-average school with two/three teaching groups in each year and is heavily over-subscribed. In 2021, 145 applications were received for 70 places into the reception year. The school also offers a nursery which is equally popular with parents. The school occupies a traditional yet extremely attractive series of buildings which are at the heart of the local community set in extensive grounds.

Historically, Hessle High School was a split-site school, however, in January 2016 we took possession of our new single site school. Staff and students alike are now enjoying the benefits of high-quality accommodation, equipped with the latest technology and specialist facilities that are among the best in the region. The Hessle High School and Sixth Form College is set in attractive grounds, located on Heads Lane, with excellent views down the River Humber and across the spectacular Humber Bridge.

The Sixth Form College is focussed on providing high quality teaching and care to secure the best achievement and outcomes for all. As a school, we have a long history of partnership working in this area, being a part of 'The Consortium', a widely recognised successful sixth form partnership with two other local Academies. Students are able to study at Hessle as well as having the option to study subjects at either of the other Consortium Academies.

The Sixth Form is based in the historic Tranby House, a Grade II listed building that was fully refurbished and brought back to its former splendour in our recent renovation. Tranby House now comprises a Sixth Form social area and catering facilities as well as extensive study facilities. Sixth Form students play a full role in the life of the school, but equally will continue to enjoy the advantages of this dedicated provision.

The Academy prides itself on the wide range of extra-curricular opportunities offered to our learners. Annually, learners take part in over 300 teams, clubs, and events.

Staff are extremely dedicated to maximising the potential of the children in their care. Many have worked at the school for many years and have sent their own children to the Academy. The atmosphere is supportive and friendly, many visitors and staff often remark that 'it feels like an extended family'.

Staff are highly motivated, morale is high and, in regular wellbeing surveys, staff comment that leaders take their wellbeing seriously and have actively improved work/life balance.

The Hessle Academy enjoys an excellent reputation amongst the local community and is a popular choice amongst parents. During our recent Ofsted inspection, a response to the Parent Survey commented that;

"All the staff from the headteacher to the caretaker seem to genuinely care for the children from a pastoral care and academic point of view".



Multi Academy Trust

In September 2017, The Hessle Academy Community Trust, Wolfreton School and Sixth Form College, along with Cottingham Academy Trust and founded a new multi academy trust, 'The Consortium Academy Trust'. The schools have a shared history of over 25 years of working together through our Consortium Sixth Form partnership. In September 2018, Howden School joined the Trust, in October 2018 Holderness Academy and Sixth Form joined and most recently in September 2019, Winifred Holtby Academy.

The Trust has been developed in order to provide a platform to deliver high quality educational experiences for the children and young people within our local community, to enhance and improve their life chances and enable them to make substantial and sustained contributions to society. We will achieve this by building a strong, regional offer that supports the educational aspirations of current and future generations while providing excellent career opportunities for staff.

The Consortium Academy Trust:

- Promotes excellence for all learners
- Actively encourages shared working, adopting common approaches where it is in the best interests of learners
- Establishes robust and transparent systems of accountability

The Consortium Academy Trust (TCAT) currently comprises five secondary schools and three primary schools with a significant staff team.

Values and Vision

"Everyone can achieve the extraordinary"

Our Vision for Our People:

All of our learners develop exceptional character.

In every phase, all of our learners achieve excellent outcomes.

All of our learners develop high levels of cultural and global awareness.

Our children, young people and adults will create positive and happy memories that last for a lifetime.




Respect

We respect ourselves; we respect each other; we respect our diverse community and our environment.




Resilience

We are determined, we do not give up when things get tough. We persevere. We know that learning is often hard but we know that it will be worth it.



Aspiration

We aim high; we have ambitious expectations of ourselves and others. We believe that we can make a difference to our local community.




Responsibility

We take responsibility for our own actions; equally, we are not blamed when we make mistakes. We see mistakes as an opportunity to do it better next time.



Integrity

We do the right thing. We are honest with each other and ourselves. We are comfortable in ourselves and proud of our values.



Kindness

We treat each other with kindness, courtesy and have good manners.

These set of six core principles underpin everything that we do. They guide our behaviour and our decision-making. They are timeless, unchanging statements of what we believe to be important.

Our Values and Vision have been inspired by all of our learners and staff. They are important to us and they will guide our behaviour and decision-making.

The Academy Values and Vision are displayed prominently around our Academy and are shared with our parents, staff and stakeholders at every opportunity.

New Staff and Early Career Teachers

All new staff benefit from a comprehensive induction programme that ensures a smooth start to your career at the Hessle Academy.

Early career teachers benefit from an extensive and well-regarded support programme, led by our Teaching and Learning Lead Practitioner. This weekly twilight programme is fully supported by members of SLT and other staff with a wide range of experience in the school.

New, but more experienced, colleagues will also benefit from our 'buddy' programme whereby all new staff work closely with an existing member of staff to ensure that you can quickly and smoothly become familiar with how things are done at Hessle!

Staff Development and Wellbeing

Staff Development and Wellbeing is a Strategic Development Priority at Hessle. We know that, in order to deliver continued quality education for our young people, our staff need to be well-trained, dedicated, energised and happy. In addition, we expect everyone in our school to want to get better, from learners to teachers to support staff to senior leaders. That is our ethos.

To that end, our CPD programme encourages staff to take responsibility for their own developmental priorities, fully supported by the Senior Leadership Team and subject leaders. Staff training sessions are led by the staff themselves through teaching and learning groups. Under our ethos of continual improvement, even our most experienced teachers are keen to learn and do so in mutually supportive learning environments, where newly qualified teachers and others in the early stages of their career are just as likely to lead pedagogical discussions and training. During the Covid pandemic and lockdowns, the teaching staff adjusted their practice to incorporate blended learning and live teaching; this monumental change and upskilling was planned, delivered and evaluated by classroom teachers themselves, with minimal input from senior leaders.

Staff Wellbeing is a crucial consideration in all decision-making, including how we undertake lesson observations, our marking policy and meeting schedules. Throughout the pandemic, we have placed our trust in our staff to provide the very best education for our learners and they have delivered an exceptional programme of study, consistently looking to find improvements. The success of this was reflected in a Parent Survey conducted by our Trust which commended both the online provision, parental communication and student feedback.

Staff wellbeing surveys are carried out regularly and there is an effective staff wellbeing group which looks for ways in which we can adjust our operation to improve wellbeing without compromising standards. Staff retention is very high and the school typically attracts high quality fields whenever a vacancy arises.

Our staff work hard; they are fully committed to providing the best education for our young people and recognise the well-known phrase;

"It won't be easy, but it will be worth it."

Leadership Team

The Senior Leadership Team is an experienced, ambitious and committed team. All members believe firmly in the Academy's vision and values and all share a determination to secure continuous improvement and achieve the best for learners. The Senior Leadership Team comprises:

Headteacher

Hessle High:

Deputy Headteacher x 2
(Quality of Education / Pastoral)

Assistant Headteachers x 4

(Standards / Pastoral x 2 (Student Welfare and Safeguarding) / Director of Sixth Form)

Penshurst Primary:

Head of School

Assistant Headteachers x 2
(Pupil Development and Behaviour / Quality of Education)

Each member of the Senior Leadership Team (SLT) acts as a line manager for a Head of Department, Head of Faculty or Head of Year. This ensures that leaders at all levels are fully supported and challenged and that their leadership potential is developed.

The leaders of the English, Mathematics, Science and Humanities Faculties form part of the school's Extended Leadership Team.

The Operations Manager is the senior member of the support team.

Vacancy Details

Applications are invited for the post of Higher-Level Teaching Assistant (HLTA) to join the Learning Support Department, in this popular and successful school to start in September 2022.

This is a permanent position working 32.5 hours per week, term time plus five additional days. The role will be paid on point 17 on the National Joint Council pay scale.

We're looking for a dedicated individual to provide tailored support to our learners in key stage 4. You will be committed to making a positive difference to young people's lives and in supporting and developing their learning. Your intervention will help enable an outstanding learning environment for our young people, providing the support they need to succeed.

The successful candidate will be energetic and solution focused, an individual who can work effectively as part of a very committed team. Excellent communication and inter-personal skills are an absolute necessity, as are superb organisational and technical skills. The ability to listen to and converse with students, parents/carers and colleagues is a key skill required in order to devise and subsequently deliver the appropriate support.

They will be able to demonstrate a passion for developing themselves through a commitment to CPD.

Full details and expectations of this post can be found in the job description and person specification below.

How to Apply

Post Number TCAT 001101 – HLTA

Complete our application form and return to:

Electronic applications:

Paper applications:

recruitment@hessleacademy.com

Human Resources Lead

The Hessle Academy

Tranby House, Heads Lane

Hessle, East Riding of Yorkshire, HU13 0JQ

The closing date is 9.00am on Tuesday 31 May 2022.

Please note that we reserve the right to close this post early or extend the deadline.

Should you have any queries or wish to visit to tour the school, please contact:

Sarah Greenley, Operations Manager

Telephone: 01482 648604

Email: recruitment@hessleacademy.com

We wish you every success with your application.

Mr V Groak
Headteacher

The Hessle Academy is committed to safeguarding children. All positions in school are subject to a subject to satisfactory references, an enhanced DBS check and successful completion of the e-learning safeguarding course. The safeguarding responsibilities of the post are detailed in the job description and personal specification.

The post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Which means that when applying for certain jobs and activities certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Job Description

| | |
|-----------------------|--|
| Post Title | Higher Level Teaching Assistant (HLTA) KS4 Alternative Curriculum |
| Responsible to | Assistant SENDCo |
| Scale Point | SCP17 |

Main purpose of the role

To work as part of a team of teachers, teaching assistants and other professionals under the direction of the Assistant SENDCo delivering supportive and challenging learning.

The role includes the delivery of a bespoke programme to identified learners, flexibility will be required to support provision of Social Skills provision and recovery sessions for low ability learners where appropriate, to ensure reading and comprehension progress is accelerated enabling learners to access the full range of the curriculum.

To provide learners with the confidence to actively engage in school life to develop high levels of social interaction and independence, preparing them for the next stage in their education or life beyond Hessle High School and Sixth Form College.

Specific duties and responsibilities

- Support transition activities, at all stages of education, to ensure that students are physically, mentally and emotionally able to demonstrate resilience and thrive in the school environment
- Plan, deliver and evaluate the impact of bespoke curriculum-based subjects, to individual learners, small groups and Foundation Learning groups with identified need
- Seek out opportunities for learners to engage in social activities with friendship groups and beyond
- Provide academic support of vulnerable and other learners to ensure that effective learning takes place across the school in all lessons, enabling learners to achieve and exceed their academic potential by developing their access to the curriculum through basic skills
- Actively support and deliver 'Nurture' and 'Foundation Learning' provision
- Analyse and evaluate performance data to provide updates on the effectiveness of programmes to inform the Headteacher and SENDCO
- Provide invigilation and access support for learners' exams across the school
- Liaise with parents/carers where appropriate to highlight areas of concern and celebrate achievement
- Provide opportunities for all students to engage in reading for enjoyment through the use of the Learning Resource Centre (LRC) at lunchtime
- Provide targeted support with homework for students identified as requiring additional support
- Support the school's pastoral system by undertaking the role of form tutor
- Support Nurture group students in off-site provision.

Generic Duties

- Take an active role as a member of staff ensuring that the school is a safe and welcoming environment
- Support the lunchtime provision offered to students including additional learning opportunities during this non-directed time within the LRC
- Provide cover for absent colleagues, where possible, within the Learning Support department to ensure consistency of support for learners
- Provide guidance to teaching staff to support reading recovery for individual students in mainstream learning
- Take a keen interest in continuing professional development of themselves and others. Ensuring that basic skills relating to their post are continually up to date. Participating in staff training days
- Provide administration support to the learning support team to support the outcomes for young people, for example, creating differentiated worksheets, entering behaviour management incidents into SIMS and CPOMS, marking assessments
- Attend and contribute to relevant IEP and EHC Meetings for learners
- Deliver bespoke programmes

Expectations

The Hessle Academy has high expectations of all its employees to ensure that they provide a professional service to our young people and the community of Hessle and beyond. The post holder has a significant level of daily guidance and should prioritise the safeguarding of young people at all times.

Appraisal Targets will be aspirational and set on an annual basis in discussion with the Line Manager.

As a member of staff of The Trust

- Role model appropriate behaviours within a professional environment including conduct, communication and personal appearance
- Demonstrate a commitment to Restorative Practices
- Role model high levels of literacy and numeracy including modelling appropriate language
- Have high expectations of pupils
- Aspire to develop your professional skills and qualifications
- Use all forms of social media appropriately
- Take responsibility for the reputational management of The Consortium Academy Trust schools
- Contribute to systems of evaluation and performance of the organisation positively

Your duties may involve access to information of a confidential and sensitive nature which may be covered by Data Protection Act 2018. All employees of The Consortium Academy Trust will be expected to comply with the DPA when handling any personal data. Confidentiality must be maintained at all times. In addition to the above the post holder must be committed to safeguarding and promoting the welfare of children and young people.

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties. In addition, you may be expected to take part in any other reasonable duties which may be required.

Person Specification

| | Essential | Desirable |
|------------------------------------|---|---|
| Qualifications and Training | <ul style="list-style-type: none"> • 5 GCSEs or equivalent, including Maths and English • Meet HLTA standards or equivalent qualification or experience • Competent in use of Microsoft Office including Excel and Word | <ul style="list-style-type: none"> • Degree level qualification • Level 3 qualification (NVQ level 3 or A level) |
| Experience | <ul style="list-style-type: none"> • Experience of working in an educational setting/ school • Experience of working at Key Stage 4 • Training in a range of literacy strategies and approaches i.e. teaching of Reading, Spelling, Phonics following a suitably recognised scheme • Contributing to the development, monitoring and review of Education Health and Care Plans. • Ability to work on own initiative within departmental protocols/procedures • Ability to deal with difficult situations | <ul style="list-style-type: none"> • Supporting children with special educational needs and/or Disabilities (SEND) • Supporting children with English as an additional language (EAL) • Experience in working within statutory/voluntary agencies dealing with children and families • Ability to display an understanding of social/welfare issues as they affect children, families and schools |
| Knowledge and Skills | <ul style="list-style-type: none"> • Ability to maintain positive relationships with students, parents and staff • Ability to represent the school at meetings • High level of organisational and self-management skills • Ability to effectively evaluate own performance • Good inter-personal skills including mediation and conflict resolution • Demonstrate awareness of risks | <ul style="list-style-type: none"> • Knowledge of strategies to support students with specific SEND e.g. physical disabilities, visual and/or hearing impairment, dyslexia • Good understanding of Safeguarding procedures • CPOMS Safeguarding and Child Protection Software for Schools • SIMS Suite of Educational Software • Understanding of procedures and legislation relating to confidentiality |
| Personal Attributes | <ul style="list-style-type: none"> • Commitment to equal opportunities in service delivery and employment • Flexible approach to supporting children and families • Ability to maintain a professional manner in challenging situations maintaining equanimity at all times • Listening skills • High levels of personal and professional integrity and honesty • Confidentiality, discretion, sensitivity • Excellent health and attendance record • As required by The Children Act, have a commitment to safeguarding and promoting the welfare of children and young people | <ul style="list-style-type: none"> • Confidence to challenge difficult behaviour |