

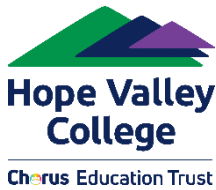
Applicant Pack

To be read in conjunction with our 'Join our staff' brochure



Outstanding Achievement for All

Job Advert



Hope Valley College is a comprehensive secondary at the heart of the local community. It is a small, friendly and supportive school and sits within the village of Hope in the Derbyshire Peak District. It joined Chorus in September 2019, when it also welcomed a new Principal. In 2019 the students achieved the fourth best GCSE results in Derbyshire out of all non-selective schools.

As part of our values, we are committed to supporting inclusion and diversity at Chorus. We actively celebrate colleagues' different abilities, sexual orientation, ethnicity, faith, and gender. Everyone is welcome and supported in their development at all stages in their journey with us.

You can view the school website at: www.hopevalley-chorustrust.org

Higher Level Teaching Assistant / Inclusion Manager

Salary: £25,878 to £28,371 (actual salary £22,258 - £24,402 pro rata)

Grade 5, SCP 15-20

37 hours per week, 39 weeks per year (term time only),

Maternity Cover To start: February 2024

About this vacancy

We are looking to appoint an HLTA / Inclusion Manager to provide maternity cover to manage our Learning Support Centre on a day-to-day basis. This will involve working within an agreed framework of supervision, supporting the SENCO with annual reviews, and coordinating the team of Teaching Assistants. This post will also involve support within our Post 16 enhanced resource.

The postholder will be experienced in taking responsibility for interventions, coordinating individualised curriculums and other learning activities that complement the work of the teachers. This includes the delivery, monitoring and assessment of pupil progress.

The role will involve working closely with parents/carers and other agencies and specialist services such as Early Help, Educational Psychologists and bespoke provision providers.

The ideal candidate will have:

- The ability to develop and maintain effective working relationships with a students, parents, and other stakeholders
- Thorough knowledge and understanding of the national curriculum, the principles of learning processes and specialist learning support strategies, along with the SEND Code of Practice
- A nurturing and inclusive attitude, act as a positive role model and support all of our students to be the best that they can be.

Chorus Education Trust is proud to support flexible working arrangements.

To apply

The full application pack is available from www.chorustrust.org/vacancies and completed Chorus Trust application forms are to be sent to Lisa Critchlow (HR Officer) at: recruitment@hopevalley.chorustrust.org . Please note that CVs and Sheffield City Council/Derbyshire County Council application forms will not be accepted. Applicants are welcome to discuss any aspect of the role with Debbie Petts, Vice Principal.

Deadline for applications: **11.59pm on 26th November 2023.**

Interviews to be held: **week beginning 5th December 2023.**

The successful candidate will be required to complete a Disclosure & Barring check in line with the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and the Police Act Regulations.

The Trust will also conduct an online search of the successful candidate in line with Keeping Children Safe in Education advice.

At Chorus Trust we are committed to the safeguarding of all our pupils, please visit our website to access our Safeguarding & Child Protection policy www.chorustrust.org/policies.

Job Description: summary

Post title:	Higher Level Teaching Assistant Level 4
Profile:	LD3
Grade:	5
Grade spinal point range:	15-20
Accountable SLT post:	Vice Principal
Line Manager of post holder (if different):	SENCO
Staff to be supervised or line managed by post holder:	Teaching Assistants & Learning Mentors
Post holder will work with:	SLT Lead for Inclusion SENCO Other teaching and support staff
Holiday and sickness relief by/for:	By and for other Education Support staff
Purpose of 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 individuals/groups or whole classes including monitoring and assessment, recording and reporting on pupil achievement, progress and development.
	This post may work across the Trust schools.
Version revised:	September 2022

Job Description: duties

The post holder must at all times carry out his/her responsibilities within the spirit of the School and Trust policies and within the framework of legislation relating to Academies and Education, with particular regard to the statutory responsibilities of the Trust and the Governing Body of the School.

These include but are not limited to:

Specific duties and responsibilities

To be responsible for providing pupil support for the students within and outside the classroom in order to raise attainment for vulnerable students to the standards required by the school/Trust and appropriate external bodies.

Duties will include, but not be limited to:

MAIN DUTIES AND RESPONSIBILITIES

Support for Students:

- To jointly assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Develop and implement Personal Learning Plans.
- 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, this includes the review of individual Education Health Care Plans and 'Plan, Assess Do' for any additional funding, in conjunction with the SENCO/SLT Member

Support for the Teacher:

- Organise and manage appropriate learning environment and resources, this includes the management of the Learning Support Centre on a day-to-day basis
- 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, attendance, 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 meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests.
- Production of lesson plans, worksheet, plans etc.
- To coordinate and manage the team of Teaching Assistants
- Work closely with Senior Leaders and to identify and resolve attendance problems for those children with SEND.

Support for the Curriculum:

- Deliver learning activities to pupils adjusting activities according to pupil responses/needs.
- Deliver local and national learning strategies e.g. literacy, numeracy, 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 and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.
- Ensure effective transition and communication between bespoke provision and mainstream class provision

Support for the Trust / School (applies to all roles)

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Work in a flexible way to respond to the needs of the Trust and to fulfil other duties and responsibilities appropriate to the grade and role as and when required.
- Be aware of and support difference and ensure equal opportunities for all.

- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Contribute to the overall ethos/work/aims of the Trust/schools.
- Participate in relevant training, other learning activities and performance management as required.
- From time to time, to meet the needs of the Trust, you may be asked but not expected to work hours additional to your normal working hours. The Trust will give you as much notice as possible and you will be paid/recompensed for such work. Examples where this might be required are for example; relevant key school events such as Open Evenings, exam results days, trips, clubs, training etc.
- Team responsibilities - All Business support staff are considered part of the overall support team and may be required to provide assistance to colleagues in other areas from time to time commensurate with the role, skillset and grade.

Changes to these duties

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 Principal.

The job description and allocation of particular responsibilities will be kept under review and may be amended via consultation with individuals, the Governing Body or Board of Trustees and/or Senior leadership team as required. Trade Union representation will be welcomed in any such discussions.

Person Specification

Job title: HLTA / Inclusion Manager

REQUIREMENTS	Essential	Desirable	Assessment method A = application I = interview R = reference
Knowledge, experience, and skills			
Working knowledge of national/Key Stage curriculum and other relevant learning programmes/strategies	✓		A/I
Understanding of principles of child development and learning processes	✓		A/I
Ability to self-evaluate learning needs and actively seek learning opportunities	✓		A/I
Ability to relate well to children and adults	✓		A/I
Can plan, implement, and evaluate learning activities	✓		I
The ability to manage the behaviour of pupils in an effective manner	✓		I
Has a caring positive attitude towards pupils' welfare	✓		A/I
Can use ICT effectively to support learning	✓		A/I
Can complete and maintain pupils' records	✓		A/I
Experience of preparing documentation related to Educational Health Care Plans and of the cycle of 'Assess, Plan, Do'		✓	A/I
An understanding of the statutory requirements surrounding those children with SEND and the SEND Code of Practice		✓	A/I
Experience of working in a supervisory role, including line management experience.		✓	A/I
Experience of an education, training, or similar environment.		✓	A
Experience of working with stakeholders external to school		✓	A/I

Qualifications			
Good level of literacy and numeracy - GCSE Maths and English at grade 4 or above	✓		A
Higher Level Teaching Assistant Qualification or equivalent qualification of experience	✓		A
Training in the relevant strategies e.g., literacy and/or in particular curriculum or learning area e.g., bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc.		✓	A
Evidence of regular, relevant and recent personal development.	✓		A
Other skills			
Work effectively as part of a team recognising own role as a team member.	✓		A / I
Communicate effectively with people at all levels e.g., school staff, students, governors, and external contacts/ suppliers.	✓		I
Able to maintain a positive focus, accepting constructive criticism positively and learning from it.	✓		A / I
Demonstrate an enthusiastic and positive approach regarding change, having a definite 'can do' mentality.	✓		I
Ability to learn from experiences.	✓		I
Ability to carry out instructions accurately and effectively as directed by line manager.	✓		I
Demonstrate customer care.	✓		A
Ability to work alongside young people (not necessarily in school environment).	✓		A / I
Interpersonal skills			
Accuracy when receiving information (verbally and written) and communicate information effectively and accurately.	✓		I
Ability to maintain confidentiality	✓		A
Able to make a positive contribution to the team.	✓		A

Able to reflect on performance and further develop own knowledge and skills to improve performance.	✓		I
Maintains standards set by the organisation.	✓		I
Takes responsibility for own actions.	✓		I
Ability to work alone unsupervised and manage own workload.	✓		A / I
Child protection			
A commitment to the responsibility of safeguarding and promoting the welfare of young people.	✓		A / I