



TEACHING & LEARNING ASSISTANT

GRADE: 07 (Point 08-11)

ACTUAL SALARY: £18,852 - £20,754

Contract: 32.5 hours per week, 39 weeks per year

Start Date: September 2024

CANDIDATE INFORMATION PACK



What is included within this pack?

Within this pack you will find both information and advice on applying for a role with Esteem Multi-Academy Trust including:

- Welcome from the CEO
- About Esteem Multi-Academy Trust
- Welcome from The Headteacher
- About the School & Hub
- Job advertisement
- Job description and person specification
- Safeguarding and checks
- Application process and timeline

Welcome from Esteem Multi-Academy Trust



Dear applicant,

Thank you for your interest in Esteem Multi-Academy Trust (MAT). The Teaching & Learning Assistant position presents a fantastic opportunity for somebody who shares our values and beliefs to join our team at a very important time.

We are keen to employ an outstanding TLA, with a positive approach to supporting behaviour that challenges, bringing enthusiasm and commitment to impact positively on student wellbeing and progress.

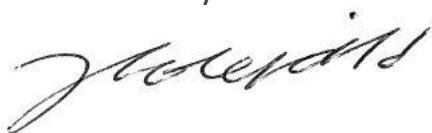
Holbrook School for Autism is a successful school and is proud to meet the educational and social needs of students aged 4 – 19 with ASD, SLD and who have challenging behaviour as a result of their communication difficulties and their lack of social understanding. We also have a primary provision for students with autism and average ability

If you think you have got what we are looking for, we look forward to receiving your application for consideration.

For further information, please contact Gail Edmonds, School Business Manager at Holbrook School for Autism, on 01332 880208, via email to trichards@holbrookschoolforautism.co.uk or visit our website at <https://www.esteemmat.co.uk/vacancies>. Please use the relevant application form on the MAT website; CVs alone will not be accepted.

I wish you well in your application.

Yours faithfully



Julian Scholefield
Chief Executive Officer

About Esteem Multi-Academy Trust

Esteem MAT was formed in 2018 and now consists of thirteen academies from the East and West Midlands. Many of our pupils have special educational needs and/or disabilities or are disadvantaged. Therefore, inclusion is our watchword, and our vision is for Esteem to be a learning community of excellence for SEND and alternative provision in the Midlands. However, we want mainstream schools to join us too as they have many pupils with SEND or who are disadvantaged. We want all our pupils to achieve their full potential whatever type of school they attend.

Our vision is to be a Trust that:

- Leads and supports our academies to provide the highest standards of education and development for all our pupils
- Enables academies with a shared sense of purpose to benefit from alignment whilst maintaining individuality
- Provides a strong, collective voice for our academies at a local and national level
- Delivers support and SEND expertise to our academies and to other schools and local authorities
- Our vision will be delivered via our three core strategic aims. Everything we do should be ultimately focused on doing these three things well:

We will provide an ambitious, inspirational, bespoke education, setting the foundation for the future and ensuring our young people are ready for the world.

We will deliver high standards and value for money from our support services, resources, estate and technology.

We will invest in and support our people, exploiting opportunities for collaborative, continual professional development, sharing of expertise and best practice.

Our people are our most valuable resource. We invest in them by providing high quality specialist training, opportunities to collaborate and develop their careers within Esteem.

We greatly value each school's unique identity, which reflect the diverse needs of the pupils. It is also important to us that our pupils feel they belong to their school community. This is why we believe that our schools need strong leaders and governors who understand their local context. Being part of a family of schools in a trust brings the added benefits of support and collaboration. We know that sharing ideas and working together are the best ways for our schools to continue to improve for the benefit of all our pupils.

Welcome from the Headteacher



Dear applicant,

Thank you for your interest in the post of Teaching & Learning Assistant at Holbrook School for Autism. I am very pleased that you are considering applying to work in a successful, fun and innovative special school.

Every autistic child and young person at Holbrook has individual needs and abilities. As a staff team, we are passionate about working with students with autism, enabling our students to overcome challenges and make the most of life's opportunities by preparing and supporting each one of them to be active citizens in the wider community.

As Headteacher, I am committed to promoting emotional wellbeing and positive mental health, we embed a culture which values the happiness and emotional welfare of all our students, staff, parents, and stakeholders. We were awarded the Wellbeing Award for Schools which recognised the fantastic work we do as a school.

We are keen to employ an outstanding TLA within our exciting, individualised curriculum provision. You should have a strong track record of innovation and creativity. You will be a team player working closely with other teachers, leaders, support staff and the residential care team. You should have a positive approach to supporting behaviour that challenges, bringing enthusiasm and commitment to impact positively on student wellbeing and progress.

As well as making a positive contribution to the lives of our students, we can offer you:

- a supportive, collaborative, and friendly staff environment in a rural school setting where you will have the chance to make a real and positive impact on the lives of Holbrook School for Autism's students.
- professional and continuous training programmes and a supportive career progression.
- generous pension schemes (Teachers'/ LGPS Pension Scheme)
- A range of health and wellbeing services through Westfield Health
- Free, on-site car parking
- School social events
- A commitment to staff well-being.

We welcome applications from candidates who, having read the application pack, feel they have the necessary skills, experience, and strength of character to fulfil the role. The closing date for applications is 23:59 on 23 June 2024.

Interviews for this post will be held on 04 July 2024.

I wish you well in your application.

Yours faithfully,



Sam Bayliss
Headteacher
Holbrook School for Autism

About Holbrook School for Autism

Holbrook School for Autism provides specialist education and care for students with a diagnosis of autism aged 4-19, split over two sites in Holbrook and Belper; there are currently 148 students on roll. We also have a residential facility based at the Holbrook site that provides accommodation for up to 28 students a week, 7 per night, Monday to Thursday term time only.

The main cohort of our students have autism with profound learning difficulties and can present extremely challenging behaviour. The academy practices 'Team Teach', a holistic approach to behaviour support and interventions.

In addition to the main school, we also have a provision known as 'The Hub', which supports primary aged students with autism who can be working at age-related expectations. These students are currently unable to access mainstream school due to complex needs and behaviours and may have additional mental health needs.

Based in a rural area, Holbrook site has expansive grounds housing specialist climbing equipment for the younger students, trampolines, and outdoor gym equipment. It also has access to a wooded area enabling us to provide Forest Schools.

The Belper site accommodates four classes of students aged 14-19. The town location allows for community cohesion, work experience opportunities and has good access links enabling students to participate in travel training.

We provide a personalised curriculum, designed to address the holistic needs of our students. Students have identified differentiation as part of their 'My Plan' and individual timetables as appropriate, as well as working on the key skills of literacy, numeracy, and all the national curriculum subjects.

Situated in Derbyshire, most of our students live within the county including a significant number from Derby City. We also accept a small number from Staffordshire and Nottinghamshire.

Further information about our academy can be found on the website at www.holbrookautism.derbyshire.sch.uk

The advertisement

Job Title: Teaching and Learning Assistant (TLA)

Location: Holbrook School for Autism, Portway, Holbrook, DE56 0TE or John O’Gaunts Way, Belper, DE56 0DB

Grade/Scale: Grade 07 (Point 08-11) Actual Salary £18,852 - £20,754

Start date: September 2024

Contract: 32.5 hours per week, 39 weeks per year (TTO)

Holbrook School for Autism is a successful school for children and young people with autism and learning difficulties, aged 4–19. Our students, may at times, display challenging behaviour related to their communication, social interaction and/or sensory processing difficulties.

Within a safe, structured, and predictable environment, we deliver a person-centred curriculum that supports students in developing independence, confidence, academic and life skills. We strive to enable our students to participate fully in opportunities and experiences both in school and the wider community, so that students can make informed life choices.

We are seeking an outstanding TLA, to work with 4-19-year-olds with autism and learning disabilities. Reporting directly to the Specialist Teaching & Learning Assistant, the ideal candidate will have a level 2 qualification or equivalent, positive approach to behaviour support and experience of working with young people with complex needs, including ADHD, SLD, SEMH. Candidates who do not hold a relevant qualification may still apply if they are able to demonstrate a commitment to undertake training and will only be considered for a fixed term contract until successful completion of the relevant course.

Benefits include: Local Government Pension Scheme, Westfield Health membership and free parking.

For further information, please contact Gail Edmonds, School Business Manager at Holbrook School for Autism, on 01332 880208, via email to trichards@holbrookschoolforautism.co.uk or visit our website at <https://www.esteemmat.co.uk/vacancies>. Please use the relevant application form on the MAT website; CVs alone will not be accepted.

Closing date for applications: 23 June 2024 (23:59)

Interview dates: 04 July 2024

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

Job description and person specification

Job Description: Teaching & Learning Assistant Esteem Multi-Academy Trust

This job description may be amended at any time following discussion between the Headteacher and member of staff and will be reviewed annually.

Purpose of the post

To provide support for Teaching and Learning in class.

To work under the guidance of Specialist Teaching and Learning Assistants (STLAs) teaching/senior staff and within an agreed system of supervision, to support access to learning with individuals/groups, in or out of the classroom, including assisting with behaviour management, general care and personal hygiene needs of students. The primary focus will be to ensure continued high quality learning and student achievement. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning and recording cycle, and the management/preparation of resources.

AREAS OF RESPONSIBILITY AND KEY TASKS

Core Requirements

The postholder will demonstrate essential professional skills and characteristics, and in particular will:

- Support pupils in class groups implementing work set by the teacher
- Help support the teacher with the management of pupil behaviour
- Contribute to the updating of pupil records
- Assist in setting out of learning materials appropriate to the planned activity
- Observe and report on pupil's performance when required.
- Contribute to the planning of learning activities with the teacher.
- Promote social and emotional development of the pupils alongside other team members.
- Support the maintenance of pupils' Health and Safety.
- Support the use of IT in the classroom.
- Help pupils develop Literacy and Numeracy skills in a one-to-one or group setting.
- Promote independent learning
- Liaise with other team members and parents/carers in a professional manner.
- Be aware of all school policies and how to implement them.
- Review and develop your own professional practice and engage with all training deemed necessary for the post.
- Carry out any other duties that may reasonably be regarded as within the nature of the duties, responsibilities and grade of this post.
- Engage and motivate pupils
- Improve the quality of pupils' learning
- Inspire trust and confidence in pupils and colleagues
- Build team commitment with colleagues and in the classroom

- Establish good relationships with parents and carers, encouraging dialogue, co-operation and partnership.
- Demonstrate analytical thinking
- Demonstrate empathy with and an appreciation of the care needs of pupils

Teaching Assistant Agreed Framework Requirements

In all cases, indicative tasks at the competency level specified within the Teaching Assistant agreed Framework, will be the reference point for the competencies listed below.

STUDENT PROGRESS

- Be a proactive part of the teaching team, ensuring that all pupils make good or better progress
- Establish constructive relationships and use a variety of methods to communicate with parents and other relevant professionals, in liaison with teacher, to support students' learning and progress.
- Promote the inclusion and acceptance of all students within the classroom, school and wider community.
- Encourage students to interact and work co-operatively in learning activities
- Promote independence and employ strategies to recognise and reward its achievement

PROFESSIONAL PRACTICE

- Maintain, develop and apply professional knowledge to enable effective teaching and learning support
- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners or organisation of the school including pastoral arrangements and assemblies
- Share such knowledge with colleagues to improve whole school effectiveness
- Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour
- Provide a proactive consistent approach to challenging behaviour, implementing and contributing to behaviour support plans and using physical intervention if necessary
- Respond quickly and appropriately to demands made by individual students to meet general care, mobility, and personal hygiene needs
- Understand and apply the principles of good classroom management
- Understand and apply a range of appropriate support strategies
- Be aware of the Data Protection Act and other legislation to ensure confidentiality of records and information

WHOLE SCHOOL ETHOS

- Where appropriate contribute to the formulation of school policies
- Execute school policies
- Use the performance management process to drive school improvement through the raising of standards of teaching and learning
- Promote the wider aspirations of the school

SAFEGUARDING

- Demonstrate a commitment to safeguarding and promoting the welfare of students and young people
- The work within the safeguarding and child protection policies of the school and act within the best interests of students at all times
- To undertake relevant training as set by the safeguarding team
- The post is subject to satisfactory references and enhanced DBS clearance

OTHER DUTIES AND RESPONSIBILITIES

Other duties that the Headteacher may ask the post-holder to perform may include but not limited to:

- Medicine administration
- Support in implementation of SALT/OT programmes
- Use positive intervention to support behaviour where appropriate
- Support with personal care/toileting

Person Specification: Teaching and Learning Assistant Holbrook School for Autism, Esteem Multi-Academy Trust

ATTRIBUTES	ESSENTIAL	DESIRABLE
Education and Training	<ul style="list-style-type: none"> • Grade C or above GCSE English (or equivalent). • Grade C or above GCSE Maths (or equivalent). • Care/Teaching Assistant related qualification/NVQ level 2 or equivalent (or able to pass this qualification within timescale). 	<ul style="list-style-type: none"> • Full UK Driving License • Behaviour Management training • Level 3 First Aid at Work • Team Teach Trained (or equivalent)
Experience	<ul style="list-style-type: none"> • Successful experience of working with young people with behavioural needs. • Experience of supporting young people with learning difficulties • Experience of working in classrooms setting • Experience of de-escalation strategies to support behaviour for learning. 	
Skills, Knowledge and competences	<ul style="list-style-type: none"> • Knowledge of personal care procedures • Ability to work alongside the teacher in evaluating and recording student progress • Use alternative methods of communication where required • Good oral and written communication skills • Good organisational skills • Knowledge and use of Microsoft software and e mail • Ability to maintain accurate records in written and IT format • A commitment to teamwork • Able to form positive relationships 	<ul style="list-style-type: none"> • Trained in aspects of SEN specific provision, e.g. PECS, Makaton, TEACCH, behaviour management • Experience of managing challenging behaviour, including implementing appropriate interventions • Ability to promote and reinforce student's self-esteem, independence, and participation within the community <p>Experience in attending to intimate and personal care</p>
Personal qualities	<ul style="list-style-type: none"> • Energy, optimism, initiative, flexibility and commitment • Hard working • Reliable • Approachable • Enjoy working with others • Personality and sense of humour 	
Equal Opportunities	<ul style="list-style-type: none"> • Knowledge and awareness of equal opportunities policy and commitment to its implementation 	
Other	<ul style="list-style-type: none"> • Suitable to work with children • Committed to safeguarding and promoting the welfare of children and young people on a daily basis. • Commitment to raising standards of academic and personal achievement • Patient, tactful and approachable • Flexible approach to tasks and workload • Able to undertake a range of tasks as appropriate for the role 	

Safeguarding and checks

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

Esteem Multi-Academy Trust's Safeguarding Policy applies to all adults, including volunteers and agency staff, working in or on behalf of the MAT.

Each student's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with special educational needs and disabilities, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world positively. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all students within our academies.

The MAT pays full regard to the DfE 'Keeping Children Safe in Education September 2023' guidance. We ensure that all appropriate measures are applied in relation to everyone who works for the MAT who is likely to be perceived by the students as a safe and trustworthy adult including volunteers and agency staff. As part of our safer recruiting practises, we scrutinise applicants; verify their identity, academic or vocational qualifications, obtain professional and personal references, check full employment history and ensure the applicant's health and physical capacity is suitable to undertake the role. Interviews and DBS checks are also undertaken.

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.

If you are currently working with children, either paid or voluntary, your current employer will be asked about disciplinary offences, including those related to children or young people (whether 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.

Where neither your current or previous employment has involved working with children or young people, your current employer will be asked about your suitability to work with children and young people, although it may be answered "not applicable", where appropriate, if your work has not brought you in to contact with children or young people.

Application process and timeline

Application forms are available on our website at <https://www.esteemmat.co.uk/vacancies>.

After the closing date, shortlisting will be conducted by a panel who will match your skills and experience against the criteria in the Person Specification. You will be selected for interview purely on your application form, so please ensure that you read the Job Description and Person Specification carefully before you complete your application form.

All candidates invited to the interview and assessment day must bring the following documents; original documents only, copies will not be accepted:

- Documentary evidence for your right to work in the UK
- Documentary evidence of identity which meets the DBS requirements i.e. current photocard driving licence 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, documentation evidencing a name change
- Educational or professional qualifications that are necessary or relevant for the post

Further information relating to DBS check documentation requirements can be found on the Government website at <https://www.gov.uk/guidance/documents-the-applicant-must-provide>.

If you are not the successful candidate, all your personal information will be destroyed, in a secure way, in line with General Data Protection Regulations (GDPR May 2018) guidelines.

References will be sought for shortlisted candidates for any central office-based positions and we may approach previous employers for information to verify experience or qualifications prior to interview. Any relevant issues arising from references will be discussed at interview.

Your completed application form and supporting letter should address and evidence the essential and desired criteria in the Person Specification.

Closing date for applications: 23 June 2024 (23:59)

Interview date: 04 July 2024

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