



**GREENSHAW**  
LEARNING TRUST



# Teaching Assistant Recruitment Pack

**ALWAYS  
LEARNING**

## **Contents**

- **Candidate Letter**
- **Introduction - Greenshaw Learning Trust (GLT)**
- **GLT Mission Statement**
- **GLT Employee Benefits**
- **Terms and Conditions**
- **Main Responsibilities and Duties**
- **Job Description**
- **Person Specification**
- **The Recruitment Process**

Dear Candidate

Thank you for your interest in the role of **Teaching Assistant** at Henley Bank High School.

## Introduction

Thank you for your interest in joining our fantastic school that is going strength to strength. This is a unique and exciting opportunity for a Teaching Assistant to join Henley Bank High School and further contribute to the life chances of our young people in the school, and across the Trust.

We are a successful secondary school based in Brockworth, extremely close to junction 11a of the M5. The school has consistently been achieving excellent academic results over the past few years with the GCSE results of 2023 being in the top 1% of results in the country, as well as the highest results for any non-selective school in Gloucestershire. With the opening of our Sixth Form in September 2024, we are looking to increase our team with excellent members of staff that have a passion for supporting young people from all backgrounds to be the most successful they can be.

At Henley Bank High School, our aspiration is for all our staff and students to leave our school with practical wisdom gained through the teaching of intellectual, moral, civic and performance virtues. We build character implicitly, through our world class curriculum, teaching and learning in the classroom and explicitly through our Legacy Programme and Pastoral Systems. We aim to guide our students in becoming well rounded citizens of the future who can lead with honesty, integrity and resilience. The importance we place on this has been recognised through the school being awarded the Character Kitemark and Character Kitemark Plus accreditation. Our Legacy programme and values of **Ambition, Creativity, Confidence, Determination** and **Respect** are the foundations of our Character Education programme.

All students have an entitlement to a broad, balanced and relevant curriculum. We believe that all students with additional needs should be taught wherever possible, with their peers in mainstream classes by subject specialists who use a range of teaching methods and strategies to develop students' knowledge, skills and understanding. Henley Bank High School was the winner of the NASEN Award for Secondary Provision which demonstrates the value that we place on our support provided within the classroom across all subjects within the school.

We are proud members of the Greenshaw Learning Trust, a 'family' of like-minded schools, that collaborate to provide mutual support, share their good practice and learn from each other, whilst retaining and developing our own distinctive character.

The Trust is a vibrant and forward-thinking community of teachers, support staff and learners committed to educating the 'whole child' to improve life chances, whilst securing the best possible outcomes for students. We encourage all young people to work hard and make the most of the opportunities they are given. Our amazing team of teachers and support staff themselves demonstrate and encourage a lifelong love of learning, both within and beyond our curriculum.

As one of the highest performing multi-academy trusts in the country, we currently comprise of thirty schools: seven in South London, five in Berkshire, one in Surrey, fourteen in Gloucestershire and South Gloucestershire, and three in Plymouth. We are continuing to grow and have further schools joining us on a regular basis.

## Vision

The vision for Henley Bank High School is that all students receive the best education and opportunities to allow them to have the most successful future that they can. Our values of ambition, confidence, creativity, respect and determination feature in all aspects of our school life, as well as the saying “we are all on the same mountain, just a different journey to the top”, celebrating tolerance and understanding of all whilst on their journey.

As a school, we really celebrate being a team and a ‘family’. This is crucial to us to ensure collaboration and support as well as ensuring that staff, students, parents/carers and the wider community feel invested in improving the school and the chances of success for our students. A huge amount of work has gone into developing this school over the last few years and we are so excited to welcome new members of staff to help continue this development, as well as bring their own ideas and enthusiasm.

We are ambitious about diversity and inclusion and very much look forward to receiving applications from candidates whose personal qualities and values reflect those in the person specification and whose experiences also place them in a strong position to deliver the challenges set out in the job description. We encourage applications from candidates regardless of age, disability, gender identity, sexual orientation, pregnancy, marital status, religion, belief, or race.

Henley Bank High School is committed to safeguarding and promoting the welfare of children and young people therefore this appointment will be subject to vetting, including an enhanced DBS disclosure.

The school website provides a clear picture of our aspirations and our vision; however, please do not hesitate to contact us to seek further information [www.henleybankhighschool.co.uk](http://www.henleybankhighschool.co.uk) We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours.

I am looking forward to hearing from you.

Yours faithfully



Mr Stephen Derry  
**Headteacher**

## Greenshaw Learning Trust – ‘Always Learning’

GLT is one of the highest performing multi academy trusts in the country that provides high quality comprehensive, non-selective and inclusive education. The Trust is committed to meeting the needs of every student and our schools offer a broad curriculum and wide range of special needs provision in a welcoming and challenging environment.

We are extremely proud of our success, but we are not complacent. We believe that we can – as an academy trust, as schools and as individuals – always improve. We are all ‘Always Learning’.

Each school in GLT is led by its own leadership team and a governing body, which have the support of the wider Trust to help them achieve their objectives for their school. Being part of the Trust provides our schools with an effective structure, collaboration, and support. Our culture of trust and openness fosters mutual support and continual improvement.

At GLT it is really important to us that our classrooms are disruption free and the schools are calm and orderly. Our shared behaviour policy assists to make this happen and enables our teachers to have the greatest impact on the educational outcomes of the children in their classes.

School-to-school collaboration is enabled by regular contact between school leaders. Our shared services professionals provide a wide range of effective, rapid and flexible support, advice and guidance to our schools, including curriculum support, school improvement, staff training and development, admissions, attendance, behaviour, safeguarding and SEND, pupil services, estates, finance, HR, IT, catering, clerking, procurement and governance.

From its establishment as a multi academy trust in 2014, the Trust has grown significantly and currently employs around 3,000 people and educates nearly 19,000 students. Further information about our schools can be found [here](#).

## **The Greenshaw Learning Trust Mission Statement**

*We are ambitious for our schools and their students. We believe that there is no ceiling on what can be achieved by anyone, regardless of their circumstances or background.*

*We are committed to providing a supportive and inclusive learning environment, giving every young person the opportunity to fulfil their potential now, and in the future.*

*We seek to realise the power of individuals and organisations working together in collaboration whilst retaining their individuality, and we recognise that we can always improve.*

## **Greenshaw Learning Trust Employee Benefits**

The GLT recognises that our employees are our most important asset, and we are aware that the quality and commitment of our employees is critical to our success. We offer all our employees the following staff benefits:

- A supportive ethos and concern for the well-being of all colleagues
- Excellent CPD opportunities and career progression
- Employer contributions to Local Government (LGPS) or Teachers Pension Scheme
- Cycle to Work scheme
- Gym membership scheme
- Employee Assistance Programme
- Free eye tests
- Childcare Voucher scheme
- Car benefit scheme
- My Health discounts

## Terms and Conditions

<b>Line Managed by:</b>	Head of SENDco
<b>Contract:</b>	Permanent
<b>Salary:</b>	Salary calculated in line with the NJC Scale Range, Grade F, Scale Points 6 to 12, <b>£20,605 - £22,785 per annum Actual Salary</b> (£23,893 - £26,421 FTE)
<b>Hours of Work:</b>	36.00 hours per week, Monday to Thursday 8.15am – 4.00pm and Friday 8.15am – 3.45pm (30-minute unpaid lunch break), Full time, Term Time only plus Inset days
<b>Place of Work:</b>	Henley Bank High School, Mill Lane, Brockworth, Gloucester, GL3 4QF
<b>Medical Examination:</b>	The appointment is subject to a satisfactory medical report
<b>Superannuation:</b>	Under the Social Security Act 1986 the post holder has the right to make their own pension arrangements. They may choose to contribute to the Local Government Pension Scheme (LGPS) or a Personal Pension Scheme. Details of the Local Government Pension Scheme are available at: <a href="https://www.lgpsmember.org">https://www.lgpsmember.org</a>
<b>Holiday Entitlement:</b>	The postholder will be paid an enhancement for holiday pay, which is included in the salary details above
<b>Probation Period:</b>	New employees are required to complete a six-month probationary period
<b>Disclosure &amp; Barring Service Check:</b>	This appointment is subject to the receipt of a satisfactory enhanced Disclosure and Barring Service check
<b>Right to Work Check:</b>	This appointment is subject to verification of the right to work in the UK. Where the successful candidate has worked or been resident overseas in the last five years, such checks and confirmations may be required in accordance with the statutory guidance

## Job Description

We are expanding our brilliant team of teaching assistants to our school. Henley Bank High School is a school that is passionate about inclusion and supporting all our students. We have a larger than national average amount of SEND students and we offer a wide variety of support and intervention. We recently won the NASEN award for secondary school provision.

The duties and responsibilities in this job description are not restrictive and the post holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

## Job Purpose

- To contribute to the evaluation of the school's SEN Policy and Inclusion Policy and practice through discussions with relevant staff
- To attend appropriate in-service training provided by the school or local authority
- To attend school team meetings and meetings with external agencies as required and to prepare reports for these meetings, if required

## Main duties/responsibilities

- To provide in-class support for identified individual students or small groups of students (e.g. 4-5 students), including specialist subject support as appropriate
- Under the direction of the class teacher, to assist in the management of the whole class through the overt modelling of effective behaviour management techniques
- Under the direction of a class teacher, SENCO, to develop and lead small group work for identified students supporting their ability to manage the symptoms of their SEMH, including anxiety as well as to contribute to the appropriate paperwork for these groups
- To assist in the production of teaching and learning materials for students, including differentiating the materials
- To provide after school support for identified students as required
- To provide regular feedback to the class teacher and to the SENDCo or the relevant line manager
- To provide support for students with social, emotional and mental health difficulties
- To use appropriate systems for recording the progress of students with learning difficulties
- To provide data and information to inform Annual and Transition Review paperwork, PSPs (Pastoral Support Programmes), Student Profile documentation and Academic Reporting

## Staff Development

- To continue personal development in the relevant areas including subject knowledge and teaching methods
- To engage actively in the Performance Management process
- To participate in whole school and department CPD programmes
- To take part in the staff development programme by participating in arrangements for further training and professional development



## **Safeguarding**

- Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding Policy within the school
- Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons

## **Communications, Marketing and Liaison**

- To communicate effectively with the parents of students as appropriate
- Where appropriate, to communicate and cooperate with persons or bodies outside the school.
- To follow agreed policies for communications in the school
- To take part in marketing and liaison activities such as Open Evenings, Academic Review Days, liaison events with partner schools, etc.

## **Personal Responsibilities**

- To play a full part in the life of the school community and to encourage staff and students to follow this example
- To actively promote school policies and procedures
- To be responsible for own continued professional development
- To comply with the school's Health & Safety policy and undertake risk assessments as appropriate.
- To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment
- To attend meetings scheduled in the school calendar punctually
- To adhere to the School's Safeguarding Policy.

## **Other Job Requirements**

All staff will be part of the school's appraisal scheme. You will have a team leader who will set agreed targets for the year. The team leader will monitor and review performance, including classroom teaching.

## Person Specification – Teaching Assistant

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and where appropriate citing supporting examples within their application.

Criteria	Essential	Desirable
<b>Training, Qualifications and Experience:</b> On their application form, candidates will demonstrate that they have the following training, qualifications, and school experience:		
	<ul style="list-style-type: none"> <li>• Hold at least 5 GCSE's or equivalent, which must include at least a Grade C/4 in Maths and English</li> <li>• NVQ 2 and/or equivalent qualification in relevant area</li> <li>• Evidence of personal commitment to CPD</li> <li>• Proven successful experience working with or caring for children in any setting</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum Level 3 vocational training / qualification in the care, development and education of children or relevant experience</li> <li>• Proven successful experience working within a school</li> <li>• Proven successful experience working with children with SEN needs</li> </ul>
<b>Personal and Professional Qualities and Attributes:</b> In their statement of suitability and during the selection process, candidates will demonstrate the ability to:		
	<ul style="list-style-type: none"> <li>• Basic understanding of child development and learning.</li> <li>• The ability to work constructively as part of a team, follow line management structures and understand classroom roles and your own position within those responsibilities.</li> <li>• The ability to take the initiative to support students presenting with a range of SEND</li> <li>• The ability to work in a flexible way and think 'outside the box' in order to co-produce learning plans that support a young person's resilience</li> <li>• To show commitment to the SEND team to ensure that it continues to develop strength and expertise across the broad areas of SEND</li> <li>• To be able to form empathetic relationships with young people and be able to communicate</li> </ul>	<ul style="list-style-type: none"> <li>• Have the personal ambition to take a lead role in an area of need within the department</li> </ul>

	<p>their needs effectively to other professionals</p> <ul style="list-style-type: none"> <li>• Commitment to high standards and expectations</li> </ul>	
<p><b>Additional Requirements:</b> In their statement of suitability and during the selection process, candidates will demonstrate that they can meet the following requirements:</p>		
	<ul style="list-style-type: none"> <li>• Knowledge of strategies to recognise and reward efforts and achievements along with the ability to encourage students to become resilient, self-reliant and independent learners</li> <li>• Knowledge of the broad areas of SEND</li> <li>• Experience of working with children who present with anxiety and other social, emotional and mental health difficulties</li> <li>• Excellent communication with children and parent/carers.</li> <li>• Good behaviour management.</li> <li>• Able to adapt activities to suit the child</li> <li>• Possess strong interpersonal skills</li> <li>• Be dependable, able to follow instruction and respond to management directions</li> <li>• Have a willingness to extend skills through appropriate training</li> <li>• Have good working ICT Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• The confidence to take risks and do things differently</li> <li>• Experience of working through the Assess, Plan, Do, review process within the SEN Code of Practice</li> <li>• Successful experience of working alongside other professionals to meet the needs of children</li> </ul>

## The Recruitment Process

### 1. Application

Visit our website to view our current vacancies here [www.henleybankhighschool.co.uk](http://www.henleybankhighschool.co.uk)

To apply for a staff vacancy, please register for an online account and complete the online application form. The recruitment process is managed via your online account and you will receive regular notifications regarding the progress of your application.

You have the opportunity to upload an attachment to support your application if desired. In the application form you should demonstrate how you meet the requirements set out in the Person Specification. Please include specific examples which support your application.

Applications must be received no later than **Sunday 30<sup>th</sup> June 2024 at 11.59pm**. Applications received after this date and time will not be considered.

### 2. Shortlisting

Shortlisting will be finalised by **Monday 1<sup>st</sup> July 2024**. Shortlisted applicants will be invited by telephone to attend an interview and will receive an email inviting them to select the preferred interview time. Please ensure you enter your correct email address on your application form and provide a contact telephone number. References may be taken up after shortlisting. Please indicate clearly on your application form if you are happy for us to do so.

### 3. Interview Process

Interviews will be arranged as and when successful applications arrive, as the school reserves the right to conduct interviews prior to the closing date. Applicants will also be asked to undertake a practical test related to the knowledge and abilities in the Person Specification.

### 4. Feedback

Unsuccessful shortlisted applicants will have the opportunity for professional feedback during the week following the interviews.

### 5. Taking up post

The successful applicant will take up the post on **2<sup>nd</sup> September 2024**.

### 6. Additional information

For further information, please contact Jo Howells, HR Manager on 01452 863372 or [jhowells@henleybankhighschool.co.uk](mailto:jhowells@henleybankhighschool.co.uk)

### 7. Safeguarding

Greenshaw Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff and volunteers to share this commitment. The successful applicant will be subject to an Enhanced DBS and barred list check.