



Heworth Grange
School

Enriching Lives, Inspiring Ambitions

RECRUITMENT PACK

Teaching Assistant



Consilium
Academies

Enriching Lives, Inspiring Ambitions

Welcome from the CEO

Dear Candidate,

Thank you for your interest in the position of Teaching Assistant at Consilium Academies.

At Consilium, we believe in enriching lives and inspiring ambitions through:

- Partnerships
- Opportunity
- Integrity
- Excellence
- Equity
- Being people-centred

We believe in the unique value of each individual – whether that be staff or student – and are dedicated to ensuring each member of our Trust achieves their full potential. As a result of this, we work collaboratively with our stakeholders and external organisations to foster relationships that will enhance opportunities for all our members across the Trust.

At Consilium we're people centred, and want everyone in our Trust, whether teaching or support staff to have access to exceptional professional development. that's why we created our Centre for Professional Learning, which is available for every single colleague across the Trust. here, our colleagues have access to bespoke training opportunities and resources tailored specifically for their needs.

We believe every student, no matter their background, is entitled to an excellent education with an equal opportunity to fulfil their potential. It is only through this vision that we can provide an environment where every pupil can thrive.

As part of our MAT, our Academies follow the collective aims of:

- Ensure everything we do has a focus on helping pupils achieve their potential academically, socially, and emotionally
- Instil a passion for life-long learning and continued improvement so our Academies, staff, and students can grasp their aspirations and ambitions
- Create a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed
- Ensure all stakeholders are seen as partners in our work with the communities we serve

Consilium Academies is going through a huge period of development with rapid growth and opportunities for all staff; I can't think of a better time to join us.



David Clayton
Chief Executive of Consilium Academies.

Welcome from the Headteacher

Dear Candidate,

I am very proud to welcome you to Heworth Grange School. Heworth Grange is an exciting place to learn and a school where we are committed to giving each student equal opportunities to succeed, regardless of their background. We expect the best for all our young people and we continuously strive to ensure they can engage with the highest quality teaching and learning as well as opportunities to develop personally. We know that our young people learn best when they feel cared for and well supported. Heworth Grange is a 'family away from home' where in endeavour to ensure all our young people feel safe and secure so that they feel confident to engage fully in all aspects of their learning.

Our school ethos and values provide an important cornerstone in realising the potential of all students that we are proud to support. At Heworth Grange we do this through a blend of academic and therapeutic strategies underpinned by a well-developed personal development curriculum. To ensure our young people have the best opportunity to learn, we expect exemplary standards of behaviour, attendance and respect for all within our inclusive school community and strive to encourage a thirst for learning.

We put students and staff at the heart of our decision-making, ensuring everyone benefits from continuous improvement. We ensure that our staff have access to great professional development so that we continue to grow in expertise and provide the very best education for our young people.

We want to do everything in our power to ensure that the students at Heworth Grange leave school with the academic qualifications and personal skills to become happy and successful adults in their own right. We want our students to develop a life-long love of learning and to have the confidence to make a difference in their community as positive, proactive citizens within our society.

We are very excited about the future of Heworth Grange School and I look forward to welcoming you to our community soon.

Mrs A Denholm
Headteacher



About the School

Heworth Grange is proud to be part of Consilium Academies' Multi-Academy Trust (MAT). As part of Consilium, we are dedicated to working towards the Consilium mission of providing an inclusive partnership with our community where lives are enriched by providing care, experience and opportunity, and where every student benefits from the same opportunities to succeed.

We are guided by four key drivers.

Every child- No Excuses

At Heworth Grange, we want every single student to achieve their potential. We go the extra mile for our students and understand that some of our students will require more support to overcome barriers to learning than others. We work collaboratively to problem solve and find the best therapeutic and academic solutions for our students to achieve the best possible outcomes.

High Expectations

We know that expecting the best from all our students is integral to them achieving a world class education. We strive day in and day out to ensure the highest standards of behaviour where everyone can learn and develop in a safe and secure environment. We also work tirelessly to embed the importance of attendance as a vital employability skill and work collaboratively with parents and carers to ensure all students attend school.

Engaging Learning

We know that great teaching and learning everyday will make the difference for our students and will support them to achieve their very best. We want to ensure all students are fully engaged and inspired by the learning experiences at Heworth Grange and as educators we fully commit to professional development to ensure we are continuously developing and providing the best experiences for our students.

No Islands

We know that there is strength in unity and at Heworth Grange we do not want anyone to feel like an island. We care for each other and we support each other, this means that we learn better. Our No Islands culture means that we work collaboratively with parents, carers, outside agencies, governors and other Trust schools. We value relationships above all else because we know that trust is vital to the success of our organisation. We put students and staff at the heart of our decision making, ensuring everyone benefits from continuous improvement. We ensure that our staff have access to great professional development so that we continue to grow in expertise and provide the very best education for our young people.

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About the Trust

The Consilium Mission

"Enriching Lives, Inspiring Ambitions"

We are proud to be Consilium Academies, a Trust that believes in the unique value of each individual. Our vision, actions, and purpose are guided by this principle and a dedication to do all we can for the communities we serve.

We never put a ceiling on potential. Instead, we work with our Academies to provide high-quality education that is truly inclusive, giving every student the same opportunities to develop the skills and knowledge they need to thrive in life beyond the classroom.

We are committed to enriching the lives of all those involved in our Trust through an ambitious, student-centred approach to education.

Consilium Academies is a Multi-Academy Trust consisting of nine schools based across three hubs in Salford, South Yorkshire, and the North East of England.

We believe in inclusivity, both in the schools and communities we serve and are committed to working with our Academies to ensure our ethos is realised on a daily basis.

- The lives of our young people should be enriched by care, experience, and opportunity. This is achieved by;
- helping children and young people to succeed to their potential academically, socially, and emotionally;
- instilling a passion for lifelong love of learning and continued improvement so that our academies, staff, and students achieve their aspirations and ambitions;
- creating a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed;
- ensuring all stakeholders are seen as partners in our work within the communities we serve.

The Trust operates a Central Team led by our Chief Executive, David Clayton. The team provide direct services to our schools as well as Trust-level accountability, leadership, and management. We operate a strong partnership model and our partner schools are instrumental in the continual growth and development of our Trust. We work with our schools in a supportive way that does not detract from the individual identity of a school, instead allows them to grow and focus on student achievement and success.

WE ARE PROUD TO OFFER THE FOLLOWING STAFF BENEFITS:

- Pension with the Local Government Pension Scheme and Teachers Pension Scheme
- 33 days annual leave plus bank holidays for all support staff (pro-rated for part-time employees)
- 36 hour working week for all full-time support staff
- Automatic pay progression for all staff in line with their current grading structure
- Enhanced contractual sick pay in line with the Burgundy Book and Green Book
- Employee Assistance Program with access to counselling and CBT 24 hours a day, 7 days a week
- Access to an Occupational Health Provider
- Free membership to Perkbox. with hundreds of exclusive offers and discounts available online and in store at many shops, gyms, and restaurants
- An excellent Centre for Professional Learning for every member of staff; to help you perform as well as you can in your role, provide you with a sense of wellbeing at work and to help you reach your career aspirations

Centre for Professional Learning

The core driving force behind the Consilium Centre for Professional Learning is a desire to provide students with the best possible education, and the belief this can only be achieved if every colleague, regardless of role or career stage, has access to the high-quality professional development they deserve.

Every colleague, whether teaching or support staff, will be supported and developed through the professional development review process, which replaces traditional forms of performance management.

The professional development review process is focussed on the aspirations of the individual, ensuring that every colleague receives the support and development they deserve to achieve their own aspirations for their careers.

We believe our team of support staff are vital to ensure our schools are well-resourced, safe, compliant, and work as well as they can for the benefit of our students. In addition to the professional development review process, we commission and fund industry-standard qualifications for colleagues in support roles and are also able to support and fund teaching assistants, higher-level teaching assistants, and colleagues in student-facing pastoral and safeguarding roles, to qualify as teachers should they wish.

The Centre for Professional Learning works with and supports in-school leads for professional development to craft the best and most appropriate whole-school offers for their colleagues. We don't impose a central 'curriculum' for professional development, because the needs and priorities of each school are different.

However, we want to support each school to give due focus to whole-school priorities, with departmental training, middle leader training, and one-to-one development and coaching supporting fewer, more in-depth, whole-school messages.

All teaching staff will receive the following 'universal' offer from their school:

- Regular whole-school training, driven by the school's priorities and the in-school professional development lead, with support from the Centre for Professional Learning. This will be designed with the context of the school in mind with subject-specific and individualised training to suit the career stage and expertise of specific teachers. Regular subject-specific training within subject teams. This will draw on the whole-school training and ensure it is considered through the lens of applicability to specific subjects, year groups, and classes.
- Regular teacher-specific training. This will be owned and run by in-school teams, and may take the form of 1-to-1 instructional coaching or teacher learning communities, and is supported by the Centre for Professional Learning.
- Access to the relevant subject and other networks across the Trust, according to their role within school

In addition to this 'universal' offer, all colleagues across the Trust, whether teaching or support staff, have access to bespoke programmes of CPD matched to their own aspirations for their career. We partner with external organisations to enhance our offer to staff, and will support staff with recognised qualifications where appropriate. We are keen to work with a range of partners who use the best available evidence to design rigorous professional development.

All Early Career Teachers (those in their Newly Qualified or Recently Qualified years) at Consilium Academies receive regular support from a mentor, regular instructional coaching, and regular training alongside their NQT or RQT cohort both within their school and across the Trust, with the opportunity to develop relationships with their peers across the Trust as part of our Early Career Teacher Networks.

We believe offering colleagues a strong induction to the teaching profession is of vital importance. We want to set our colleagues up for a long and successful career in education, and help them to provide the best experience possible for our students.

About the Role

Job Title: Teaching Assistant

Start date: January/February 2023

Hours: 32.5 hours per week, term time + 5 days

Contract: Permanent

Salary: Grade 4 (scale points 4-8), actual salary £17,696 to £18,348

We are looking for a motivated Teaching Assistant to join our Learning Support Department here at Heworth Grange School.

The role of the Teaching Assistant will be to work under the instruction/guidance of a teacher to provide work, care and support programmes to pupils.

The successful candidate should be supportive of the ethos and values of the school and have the ability to encourage and motivate our students. We are looking for someone with a sense of humour, who understands the importance of developing a positive culture in our organisation and has high expectations of their pupils.

If you feel you share our values and are committed to ensuring that students fulfil their potential, then we would like to hear from you.

To apply please download and complete the attached application form. Please note we do not accept CV's. We ask that all completed application forms are sent to Kirsty Gordon at Kirsty.Gordon@consilium-at.com

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

The closing date for applications is the 16th December 2022 at 9am

Interviews will take place on a date TBC

Consilium Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

Please note: If you have not been contacted within one week of the closing date please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered.

Job Description

Job Title:	Teaching Assistant
Reports to:	Business Support Officer
Based at:	Heworth Grange School
Grade:	Grade 4 (NJC scale points 6-8)

Main purpose of the Role

To work under the instruction/guidance of a teacher, to provide specific work/care/support programmes. To enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

Core Responsibilities & Tasks

Support for the Pupils

- Encouraging pupils to interact and work cooperatively with other and engage all pupils in activities. Promoting independence and employing strategies to recognise and reward achievement.
- Supervise and provide particular support for pupils, including those with SEN, ensuring their safety and access to learning activities.
- Assist with the development and implementation of individual Education/Behaviour Plans and Personal Care Programmes.
- Establish constructive relationships with pupils and interact with them according to individual needs.
- Promote inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievements under guidance of the teacher.
- Support for the Curriculum.
- Undertake structured and agreed learning activities/teaching programmes, advising activities according to pupil responses.
- Undertake programmes linked to learning strategies e.g. literacy, numeracy, KS3, foundation etc. and feedback to teacher.
- Support the use of ICT in learning activities and develop pupil's competence and independence in use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assess pupils in their use.

Support for Teachers

- Assisting with display work and create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- Assist with planning of learning activities and support pupils to achieve learning goals.
- Monitor the response of pupils to learning activities and record achievements/progress as directed.
- Determining the need for and preparing and maintaining general and specialist equipment and resources and assisting pupils in their use.
- Provide detailed and regular feedback to teachers on pupils' achievements, progress, problems etc.
- Promote good pupil behaviour, dealing with incidents in line with School Policy and encourage pupils to take responsibility for their own behaviour.
- Undertake routing marking of pupils' work.
- Establish constructive relationships with parents/carers.
- To be responsible for keeping and updating records as agreed with the teacher, through the monitoring and evaluation of pupil's responses to learning activities through observation of achievement against pre-determined learning objectives.

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil's responses/needs.
- Administer routine tests and invigilate exams, and accurately record achievement and progress.

General Tasks

- 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.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- To assist in meeting the physical care needs of students as required.

Corporate Responsibilities

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust
- To plan, monitor and review health and safety within areas of personal control
- To participate in the Trust's Professional Development Review process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues

Additional Notes

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust.

Person Specification		
	Essential	Desirable
Experience		
Experience of working with children of relevant age.	X	
Experience of working with pupils with additional needs.		X
Very good Numeracy/literacy skills (equivalent to NVQ 2 in English and Maths).	X	
Qualifications/Training:		
NVQ 3 for Teaching Assistants or equivalent qualification or experience.	X	
Where designated to work in a particular curriculum area, to work towards NVQ 2 in that subject area.		X
Knowledge/Skills:		
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.		X
Ability to relate well to children and adults.	X	
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.	X	
Working knowledge of national curriculum and other relevant learning programmes.	X	
Understanding of principles of child development and learning processes and in particular, barriers to learning.	X	
Ability to plan effective actions for pupils at risk of underachieving.	X	
Full understanding of the range of support services/providers.		X
Ability to self-evaluate learning needs and actively seek learning opportunities.	X	
English Fluency		
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English by a recognized institution abroad	X	
Passing an English or Welsh spoken language competency test or possessing a relevant spoken English or Welsh qualification at CEFR Level B1 or above, taught in English or Welsh by a recognized institution abroad (and from September 2017 this includes Welsh second language GCSE		X