



KING'S LEADERSHIP
ACADEMY HAWTHORNES

TEACHING ASSISTANT (LEVEL 3)

RECRUITMENT PACK

PART OF



GREAT SCHOOLS
TRUST



MESSAGE FROM THE CHIEF EXECUTIVE OFFICER



Thank you for your interest in a position within the Great Schools Trust family of Schools. The Great Schools Trust is an education charity that has a proven track record of successful school start up and improvement whilst transforming the lives of children and young people through our unique values driven approach to education.

You will be joining a values driven, highly innovative, inspirational and ambitious organisation, so we are seeking an outstanding candidate who can realise the highest possible quality of services to support our educational vision, strong leadership and effective support to colleagues, to enable the trust to achieve the best possible outcomes for students. This is an exciting and very rewarding role and we look forward to receiving your application.

Yours faithfully

Shane Ierston

CEO

OUR VISION

To develop a family of Great Schools that allow all students, irrespective of starting point or background, to access university or a career of their choice and succeed in life.



PRINCIPAL'S WELCOME

Our school is part of The Great Schools Trust, a small but growing multi-academy trust situated in the Northwest of England. There are currently four Kings Leadership Academy schools within the Great Schools Trust in Warrington, Liverpool and Bolton and a pupil referral unit next to our Liverpool school, the Aspire Centre. There are currently plans ongoing for further expansion of the Trust.



Why King's Leadership Academy Hawthornes?

We are a growing school of committed friendly staff, a cohort of students who are polite, enthusiastic and keen to learn right across the curriculum. We are a school centred in our Aspire Values – Achievement, Aspiration, Self-awareness, Professionalism, Integrity, Respect and Endeavour. It is these values that drive our behaviours and relationships, a 'lingua franca' that helps to bind our community together. An inspector captured the mission of the school when he observed that we were 'building better people,' something we are proud of.

Our aim is to provide a curriculum for our students that enables them to access real knowledge and a chance to progress to high quality higher education or training. We also aim to create an enriched offer that provides cultural capital for all of our students, irrespective of their personal circumstances. We also privilege diversity and inclusivity and pride ourselves on the welcome we give every student and their families.

We tackle disadvantage rigorously. We provide every student with a chrome book, free breakfast and breaktime food, free residential experiences to build self-esteem and teamwork, free opportunities to join the Duke of Edinburgh scheme. We have won national recognition for Combined Cadet Force sponsored by the Royal Marines. No student is left behind and we remove barriers to learning at every opportunity.

We take the development and well-being of our staff equally as seriously.

Everyone is provided with a laptop and we have recently invested in state-of-the-art ICT infrastructure for every classroom. We hold CPD on two evenings a week – our late finish for Thursday Enrichment allows an early finish on a Friday for a second CPD session. This collaborative approach has allowed the Trust to develop a common curriculum and strong assessment policies that allow staff to focus on work life balance and having the energy to focus on the classroom, not clutter beyond it.

These approaches have led to extremely high levels of staff retention and attendance. It is place where people want to teach, where parents want to send their children and where children want to study.

If you are interested in a post at King's Leadership Academy Hawthornes, I strongly recommend you come to Bootle and see the work we do for yourself. We are situated in Bootle, two miles from Liverpool city centre. The school is within Sefton local authority.

I look forward to meeting you.

Pete Gaul

Principal

Teaching Assistant (Level 3)

Salary: Scale 4 points 7-11, £22,369 - £24,054 (FTE) TTO salary = £16,626 - £17,878

Contract: Permanent, Term Time Only

Hours: 32.5 hours per week

Location: King's Leadership Academy Hawthornes

Reporting to: SENCo

Start date: ASAP

Working at King's Hawthornes

King's Leadership Academy Hawthornes is seeking to appoint an enthusiastic and committed Level 3 Teaching Assistant.

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We wish to appoint a highly motivated individual who shares our vision for making all students successful citizens in tomorrow's world.

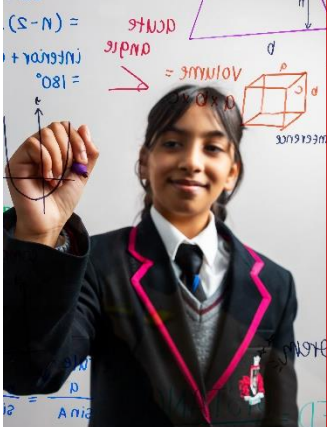
Visits to our academy are encouraged and welcomed before applying for this post.

Key Benefits

- Flexible working opportunities
- Exceptional CPD offer
- Generous benefits package
- Access to BUPA Employee Assistance Programme

Main Purpose

To work under the guidance of the SENCo to implement agreed work programmes including those requiring detailed and specialist Knowledge of SEND curriculum and provision.





Assisting the Class Teacher in the whole cycle of planning, resourcing, delivery and assessment of the curriculum delivery.

Staff may also supervise whole classes occasionally during the short-term absence of teachers.

The Teaching Assistant will:

- Work with class teachers to raise the learning and attainment of pupils
- Promote pupils' independence, self-esteem and social inclusion
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement



Duties & Responsibilities

Teaching & Learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Use effective behaviour management strategies consistently in line with the academy's policy and procedures
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher
- Use ICT skills to advance pupils' learning
- Use specialist skills/training/experience to support pupils
- Occasionally supervise whole classes during short-term teacher absence
- Work with the teacher on lesson planning, evaluating and adjusting lesson plans as appropriate
- Administer and assess routine tests
- Undertake any other relevant duties given by the class teacher



Planning

- Work under the guidance of teaching/senior staff to implement agreed work plans with individuals/groups, inside or outside the classroom
- Assist the teacher in the whole planning cycle of work plans and managing/preparing resources
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons





- Undertake any additional administrative duties as required

Working with staff, parents/carers and relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other academy staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the academy
- Develop effective professional relationships with colleagues



Health & Safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Look after children who are upset or have had accidents

Professional Development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising academy leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the academy
- Take part in the trust's People Centred Leadership Strategy



Other areas of responsibilities

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school

The TA will be required to follow academy policies and the staff code of conduct.

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the TA / HLTA will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.





Person Specification

Qualifications & Training

- GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths
- First-aid training, or willingness to complete it

Experience

- Experience working in a school environment or other educational setting
- Experience working with children / young people
- Experience planning and delivering learning activities

Skills & Knowledge

- Good literacy and numeracy skills
- Good organisational skills
- Ability to build effective working relationships with pupils and adults
- Skills and expertise in understanding the needs of all pupils
- Knowledge of how to help adapt and deliver support to meet individual needs
- Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils
- Excellent verbal communication skills
- Active listening skills
- The ability to remain calm in stressful situations
- Knowledge of guidance and requirements around safeguarding children
- Good ICT skills, particularly using ICT to support learning
- Understanding of roles and responsibilities within the classroom and whole academy context

Personal Qualities

- Enjoyment of working with children
- Sensitivity and understanding, to help build good relationships with pupils
- A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding pupil's wellbeing and equality
- Resilient, positive, forward looking and enthusiastic about making a difference
- Capacity to inspire, motivate and challenge children and young people



Terms

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed. This job description is current at the date shown but, in consultation with the post holder, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

This appointment is with the Local Academy Council of the School, with the Trust as employers. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Contract'. This Job Description is not intended to be either prescriptive or exhaustive: it is issued as a framework to outline the main areas of responsibility. The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and following consultation with you may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Application and interview process

Deadline for applications: Friday 17th November

Interviews: TBC

Submit Applications to: Anna Dunne at a.dunne@kingshawthornes.com

After the closing date, short listing will be conducted by a Panel. You will be selected for interview entirely on your letter of application so please read the Job Description and Person Specification carefully before you write your letter of application.

References and Pre-Employment Checks

We will seek references for candidates once the position has been offered and we may approach previous employers for information to verify particular experience or qualifications before interview.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK



- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualification
- List 99 check
- Section 128 Check
- Satisfactory DBS Disclosure
- Verification of professional status such as QTS Status, NPQH (where required)
- Completion of Employee Health Declaration
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

