



Hessle High School & Sixth Form College

# Information for Candidates Learning Assistant

Mr V Groak  
Headteacher

Part of The Hessle Academy  
Hessle High School  
& Sixth Form College  
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## Our Academy

The Hessle Academy is one of only 170 all-through schools in the country providing education and support for students aged 3-19. The Academy comprises Hessle High School and Sixth Form College and Penshurst Primary School.

The Hessle Academy is a founding member of The Consortium Academy Trust, a fast-growing Multi-Academy Trust, formed in 2017. The Hessle High School and Sixth Form College is set in attractive grounds, located on Heads Lane, with excellent views down the River Humber and across the spectacular Humber Bridge.

The Academy, located in the East Riding of Yorkshire, primarily serves the East Riding town of Hessle and some parts of West Hull. Smaller groups of students are drawn into the secondary phase from the neighbouring small towns and villages of East Yorkshire as well as from Barton, in North Lincolnshire. Proximity to the M62 ensures easy access to the motorway network and other major cities in Yorkshire and beyond.

Historically, Hessle High School was a split-site school, however, in January 2016 we took possession of our new single site school. Staff and students alike are now enjoying the benefits of high-quality accommodation, equipped with the latest technology and specialist facilities that are among the best in the region.

The Hessle Academy is a good and ambitious school. This was recognised by Ofsted in our most recent inspection in September 2018, when the achievement of students, quality of teaching, behaviour and personal development of students and leadership and management were all judged to be good. In recent years, outcomes for students have been consistently above average in terms of attainment and the school is a disciplined and well-organised environment. We have high standards of school dress and have clear expectations on punctuality, attendance and behaviour. Our students are positive and respond well in all aspects of school life.

The Sixth Form College is focussed on providing high quality teaching and care to secure the best achievement and outcomes for all. As a school, we have a long history of partnership working in this area, being a part of 'The Consortium', a widely recognised successful sixth form partnership with two other local Academies. Students are able to study at Hessle as well as having the option to study subjects at either of the other Consortium Academies.

The Sixth Form is based in the historic Tranby House, a Grade II listed building that was fully refurbished and brought back to its former splendour in our recent renovation. Tranby House now comprises a Sixth Form social area and catering facilities as well as extensive study facilities. Sixth Form students play a full role in the life of the school, but equally will continue to enjoy the advantages of this dedicated provision.

The Academy prides itself on the wide range of extra-curricular opportunities offered to our students. Annually, students take part in over 300 teams, clubs, and events.

The Hessle Academy enjoys an excellent reputation amongst the local community and is a popular choice amongst parents. During our recent Ofsted inspection, a response to the Parent Survey commented that;

*"All the staff from the headteacher to the caretaker seem to genuinely care for the children from a pastoral care and academic point of view".*



## Multi Academy Trust

In September 2017, The Hessle Academy Community Trust, Wolfreton School and Sixth Form College, along with Cottingham Academy Trust and founded a new multi academy trust, 'The Consortium Academy Trust'. The schools have a shared history of over 25 years of working together through our Consortium Sixth Form partnership. In September 2018, Howden School joined the Trust, in October 2018 Holderness Academy and Sixth Form joined and most recently in September 2019, Winifred Holtby Academy.

The Trust has been developed in order to provide a platform to deliver high quality educational experiences for the children and young people within our local community, to enhance and improve their life chances and enable them to make substantial and sustained contributions to society. We will achieve this by building a strong, regional offer that supports the educational aspirations of current and future generations while providing excellent career opportunities for staff.

The Consortium Academy Trust:

- Promotes excellence for all learners
- Actively encourages shared working, adopting common approaches where it is in the best interests of learners
- Establishes robust and transparent systems of accountability

The Consortium Academy Trust (TCAT) currently comprises five secondary schools and three primary schools with a significant staff team.



# *“Everyone can achieve the extraordinary”*

Our Vision for Our People:

## HESSLEVISION

All of our learners develop exceptional character.

In every phase, all of our learners achieve excellent outcomes.

All of our learners develop high levels of cultural and global awareness.

Our children, young people and adults will create positive and happy memories that last for a lifetime.

## HESSLEVALUES



### Respect

We respect ourselves; we respect each other; we respect our diverse community and our environment.



### Resilience

We are determined, we do not give up when things get tough. We persevere. We know that learning is often hard but we know that it will be worth it.



### Aspiration

We aim high; we have ambitious expectations of ourselves and others. We believe that we can make a difference to our local community.



### Responsibility

We take responsibility for our own actions; equally, we are not blamed when we make mistakes. We see mistakes as an opportunity to do it better next time.



### Integrity

We do the right thing. We are honest with each other and ourselves. We are comfortable in ourselves and proud of our values.



### Kindness

We treat each other with kindness, courtesy and have good manners.

These set of six core principles underpin everything that we do. They guide our behaviour and our decision-making. They are timeless, unchanging statements of what we believe to be important.

Our Values and Vision have been inspired by all of our learners and staff. They are important to us and they will guide our behaviour and decision-making.

The Academy Values and Vision are displayed prominently around our Academy and are shared with our parents, staff and stakeholders at every opportunity.

## **New Staff and Newly Qualified Teachers**

All new staff benefit from a comprehensive induction programme that ensures a smooth start to your career at Hessle High School and Sixth Form College.

Newly Qualified Teachers benefit from an extensive and well-regarded support programme, led by our Teaching and Learning Lead Practitioner and our Director of Studies. This weekly twilight programme is fully supported by members of SLT and other staff with a wide range of experience in the school.

New, but more experienced, colleagues will also benefit from our 'buddy' programme whereby all new staff work closely with an existing member of staff to ensure that you can quickly and smoothly become familiar with how things are done at Hessle!

## **Staff Development and Wellbeing**

Staff Development and Wellbeing is a Strategic Development Priority at Hessle. We know that, in order to deliver continued quality education for our young people, our staff need to be well-trained, dedicated, energised and happy. In addition, we expect everyone in our school to want to get better, from students to teachers to support staff to senior leaders. That is our ethos.

To that end, our CPD programme encourages staff to take responsibility for their own developmental priorities, fully supported by the Senior Leadership Team and subject leaders. Staff training sessions are led by the staff themselves through teaching and learning groups. Under our ethos of continual improvement, even our most experienced teachers are keen to learn and do so in mutually supportive learning environments, where newly qualified teachers and others in the early stages of their career are just as likely to lead pedagogical discussions and training. During the Covid pandemic and lockdowns, the teaching staff adjusted their practice to incorporate blended learning and live teaching; this monumental change and upskilling was planned, delivered and evaluated by classroom teachers themselves, with minimal input from senior leaders.

Staff Wellbeing is a crucial consideration in all decision-making, including how we undertake lesson observations, our marking policy and meeting schedules. Throughout the pandemic, we have placed our trust in our staff to provide the very best education for our students and they have delivered an exceptional programme of study, consistently looking to find improvements. The success of this was reflected in a Parent Survey conducted by our Trust which commended both the online provision, parental communication and student feedback.

Staff wellbeing surveys are carried out regularly and there is an effective staff wellbeing group which looks for ways in which we can adjust our operation to improve wellbeing without compromising standards. Staff retention is very high and the school typically attracts high quality fields whenever a vacancy arises.

Our staff work hard; they are fully committed to providing the best education for our young people and recognise the well-known phrase;

*"It won't be easy, but it will be worth it."*

## **Standards of Achievement at Hessle - Validated**

In the 2019 GCSE exams:

68% of students achieved a Grade 4 in both English and Mathematics

49% of students achieved a Grade 5 in both English and Mathematics

The school achieved a positive Progress 8 score of 0.25.

In the 2019 A Level exams:

47% of grades achieved were Grades A\*-B

80% of grades achieved were Grades A\*-C



## Leadership Team

The Senior Leadership Team at Hessle High School & Sixth Form College is an experienced, ambitious and committed team. All members believe firmly in the school's vision and values and all share a determination to secure continuous improvement and achieve the best for students. The Senior Leadership Team comprises:

**Headteacher**  
**Deputy Headteacher**  
**4 x Assistant Headteachers**  
(Inclusion and Safeguarding, Standards, Student Welfare, Director of Sixth Form)

The Operations Manager is the senior member of the support team  
The leaders of the English, Mathematics, Science and Humanities Faculties  
form part of the school's Extended Leadership Team

Each member of the Senior Leadership Team (SLT) acts as a line manager for a Head of Department, Head of Faculty or Head of Year. This ensures that leaders at all levels are fully supported and challenged and that their leadership potential is developed.

## The Vacancy

Applications are invited for the post of Learning Assistant to join the Learning Support Department, in this popular and successful school to start as soon as possible.

Three roles are available. Two are working 33 hours and 20 minutes per week, working 190 term time days plus five additional days during school closure time. The third role is 17 hours per week (afternoons), working 190 term time days plus five additional days during school closure time. The scale point is 05 on the National Joint Council pay scale.

We are looking for individuals with a passion for providing a fully inclusive education to all students within our school. The successful candidates will be dynamic and solution focussed, individuals who can work effectively as part of a very committed team.

They will be driven to providing bespoke support in order to offer each and every student the opportunity to reach their full potential, both academically and emotionally. Excellent communication and inter-personal skills are an absolute necessity. The ability to listen to and converse with students, in order to deliver the appropriate support is essential.

Although full training in school software will be provided. Although specific training will be offered, a working knowledge and experience of working in education in the field of SEND is a necessity.

## How to Apply

Complete our application form and return to:

Electronic applications:

Paper applications:

hr@hessleacademy.com  
Human Resources Department  
The Hessle Academy, Tranby House  
Heads Lane, Hessle  
East Riding of Yorkshire, HU13 0JQ

In support of your application you may choose to provide a letter of application incorporating any special contribution you could bring to the department/school.

The closing date has been extended to 9am on Monday 21 June 2021.

*Please note that we reserve the right to close this post early or extend the deadline.*

Should you have any queries, please contact:  
Sarah Greenley  
Operations Manager  
Telephone: 01482 648604  
Email: [hr@hessleacademy.com](mailto:hr@hessleacademy.com)

We wish you every success with your application.

## Job Description

<b>Job title:</b>	Learning Assistant
<b>Accountable to:</b>	Assistant SENDCo
<b>Scale Point:</b>	05

### Main purpose of the role

The role of the Learning Assistant for the Learning Support Department is to support learners with additional needs and low academic prior attainment to ensure that they achieve their full academic and personal development potential, fully participate in all experiences offered as part of the school community, including trips and visits and, actively encourage young people to develop high levels of social interaction, resilience and independence, preparing them for the next stage in their education or life beyond Hessle High School and Sixth Form College.

The Learning Assistant will be fully aware of the learners within the class and their individual academic starting points and those who have a statutory requirement to additional support. It is anticipated that they will be flexible and use their initiative to ensure that all opportunities to support all learners are maximised during the course of the school day and beyond.

### Specific Duties

- Support transition activities, at all stages of education, to ensure that students are physically, mentally and emotionally able to demonstrate resilience and thrive in the school environment
- Support learners around the site – both before and after school, between and during lessons, and at break/ lunchtime where appropriate
- Seek out opportunities for learners to engage in social activities with friendship groups and beyond
- Provide academic support of vulnerable and other learners within the groups to ensure that effective learning takes place across the school in all lessons, enabling learners to achieve and exceed their academic potential
- Liaise with parents/carers where appropriate to highlight areas of concern and celebrate achievement
- Produce relevant resources for individual needs and offer guidance on the needs of individuals to members of teaching staff
- Participate in the work of the department to provide effective intervention programmes for groups of learners including, the delivery of small group bespoke intervention programmes focussed on a short/medium term plan
- Take a keen interest in opportunities to celebrate achievement in the subject area by display work in classrooms/corridors

### Generic Duties

- Support the lunchtime provision offered to vulnerable students
- Provide cover for absent colleagues, where possible, within the department to ensure consistency of support for learners
- Take a keen interest in continuing professional development of themselves and others. Ensuring that basic skills relating to their post are continually up to date. Participation during Staff Training Days
- Prioritise learning and if possible provide support to the effective delivery of the lesson by assisting the teacher with the organisational elements of the lesson
- Provide administration support to the LS Team to support the outcomes for young people, for example, creating differentiated worksheets, entering incidents through the SIMS Behaviour Management log, marking assessments
- Attend and contribute to relevant IEP and EHC Meetings for learners
- Deliver bespoke programmes, where appropriate
- Provide Exam Invigilation and Exam Access support for learners across the school

### Expectations

The Hessle Academy has high expectations of all its employees to ensure that they provide a professional service to our young people and the community of Hessle and beyond.

Appraisal Targets will be aspirational and set on an annual basis in discussion with the Line Manager.



**As a member of staff of The Consortium Academy Trust**

- Role model appropriate behaviours within a professional environment including conduct, communication and personal appearance
- Demonstrate a commitment to Restorative Practices
- Role model high levels of literacy and numeracy including modelling appropriate language
- Have high expectations of students
- Aspire to develop your professional skills and qualifications
- Use all forms of social media appropriately
- Take responsibility for the reputational management of The Trust Schools
- Contribute to systems of evaluation and performance of the organisation positively.

Your duties may involve access to information of a confidential and sensitive nature which may be covered by Data Protection Act 2018. All employees of The Consortium Academy Trust will be expected to comply with the DPA when handling any personal data. Confidentiality must be maintained at all times. In addition to the above the post holder must be committed to safeguarding and promoting the welfare of children and young people.

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties. In addition you may be expected to take part in any other reasonable duties which may be required.

## PERSONAL SPECIFICATION

Category	Essential	Desirable	Evidence
Qualifications and Training	<ul style="list-style-type: none"> <li>5 GCSEs or equivalent, including Maths and English</li> <li>Competent in use of Microsoft Office Products including Excel and Word</li> </ul>	<ul style="list-style-type: none"> <li>Teaching Assistant Certificate Level 2</li> </ul>	Application form References Qualification Certificates
Experience	<ul style="list-style-type: none"> <li>Ability to work on own initiative within departmental protocols/procedures</li> <li>Experience of working in an educational setting/ school</li> <li>Ability to deal with difficult situations</li> </ul>	<ul style="list-style-type: none"> <li>Experience in working within statutory/voluntary agencies dealing with children and families</li> <li>Ability to display an understanding of social/welfare issues as they affect children, families and schools</li> </ul>	Application form Interview References
Skills, knowledge and aptitude	<ul style="list-style-type: none"> <li>Effective communication with children, carers and other professionals</li> <li>Ability to represent the school at meetings</li> <li>High level of organisational and self-management skills</li> <li>Ability to effectively evaluate own performance</li> <li>Good inter-personal skills including mediation and conflict resolution.</li> <li>Demonstrate awareness of risks</li> <li>Literacy and numeracy skills</li> </ul>	<ul style="list-style-type: none"> <li>CPOMS Safeguarding and Child Protection Software for Schools</li> <li>SIMS Suite of Educational Software</li> <li>Good understanding of Safeguarding procedures</li> <li>Understanding of procedures and legislation relating to confidentiality</li> <li>Knowledge of the education system</li> <li>Ability to manage time effectively</li> </ul>	Application form Interview References
Personal Attributes	<ul style="list-style-type: none"> <li>Commitment to equal opportunities in service delivery and employment</li> <li>Flexible approach to supporting children and families</li> <li>Ability to maintain a professional manner in challenging situations Maintaining equanimity at all times</li> <li>Listening skills</li> <li>High levels of personal and professional integrity and honesty</li> <li>Confidentiality, discretion, sensitivity</li> <li>Excellent health and attendance record</li> <li>Sense of humour</li> <li>As required by The Children Act, have a commitment to safeguarding and promoting the welfare of children and young people</li> </ul>	<ul style="list-style-type: none"> <li>Confidence to challenge difficult behaviour</li> </ul>	Application form Interview References