

# Information for Candidates

## Higher Level Teaching Assistant Fixed Term Maternity Cover Primary School – 35 hours per week



**THE  
HESSLE  
ACADEMY**

Mr V Groak  
Headteacher

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## Contents:

Our Academy  
Multi Academy Trust  
Values and Vision  
New Staff and Early Career Teachers  
Staff Development and Wellbeing  
Leadership Team  
The Vacancy  
How to Apply

Appendices:  
Job Description  
Person Specification



## Our Academy

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

The Hessle Academy is a member of The Consortium Academy Trust. The Trust supports almost 8,000 children and young people aged 3 to 18, working to ensure an excellent education and learning experience is provided for each and every child and young person. 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 learners 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.

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 learners, quality of teaching, behaviour and personal development of learners, leadership and management were all judged to be good. In recent years, outcomes for learners 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 learners are positive and respond well in all aspects of school life.

The school is a hub of learning with enthusiastic and engaged children who demonstrate a real passion for both work and play.

Penshurst Primary is a larger-than-average school with two/three teaching groups in each year and is heavily over-subscribed. In 2019, 145 applications were received for 70 places into the reception year. The school also offers a nursery which is equally popular with parents. The school occupies a traditional yet extremely attractive series of buildings which are at the heart of the local community set in extensive grounds.

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 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 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 teaching staff are extremely dedicated to maximising the potential of the children in their care. Most have worked at the school for many years and have sent their own children to the Academy. The atmosphere is supportive and friendly, many visitors and staff often remark that 'it feels like an extended family'.

The Academy prides itself on the wide range of extra-curricular opportunities offered to our learners. Annually, learners 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”.*

## Our Trust

At The Consortium Academy Trust, we are ambitious about the future - creating learning environments and excellence in teaching and learning that provide our children and young people with the best chance at a successful future. Coupled with this is the commitment, care and investment in our people who we believe are our greatest asset.

Our vision is Shaping Positive Futures as we strongly believe our sole purpose is supporting children and young people to achieve their ambitions. This vision gives us a shared sense of purpose and direction and is something we are all proud to be a part of. Across our community of nine schools our people are doing remarkable things by being fully engaged in work that transforms lives, supporting children and young people to grow in confidence and develop into citizens we are proud of. Our community of leaders, teachers and support staff work collaboratively to tackle some of society’s most critical challenges.

Our values – aspiration, respect, integrity and responsibility – harness our belief that it is not just what we do, but how we do it that makes a difference. These values reflect who we are and how we work to create a culture for success, as we continue to evolve to ensure that we meet the needs of our children and young people, colleagues and partners both now and in the future.

**Our Vision:** Shaping Positive Futures

**Our Mission:**

We put our children and young people first. We have a supportive, yet challenging environment to allow everyone in our Trust community to:

- flourish and believe that they have every chance of success.
- work together so that they can achieve more than can be done individually.
- work within a supportive culture where taking appropriate risk is seen as a strength.
- be proud of themselves, their peers, our schools, and our local communities.

**Our Strategic Priorities:**



**THE CONSORTIUM**  
ACADEMY TRUST

Shaping Positive Futures

**Our Values:**

### Aspiration

We are ambitious, we aim high for ourselves and for others and we believe that we can make a real difference.

### Respect

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

### Integrity

We are honest with ourselves and each other. We do things for the right reasons.

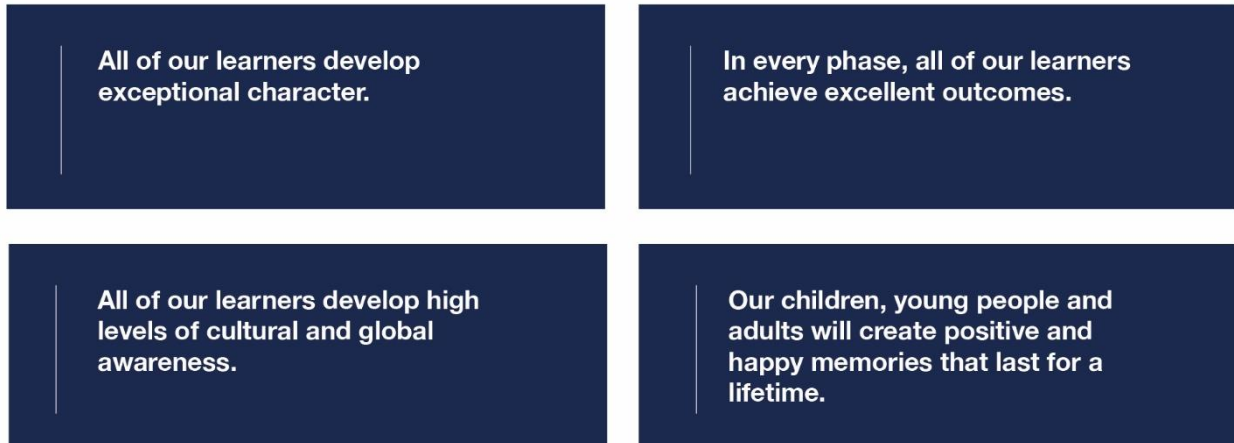
### Responsibility

We take responsibility for everything we do and see mistakes as an opportunity to improve and to get things right next time.

## Values and Vision

*"Everyone can achieve the extraordinary"*

Our Vision for Our People:



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 Early Career Teachers**

All new staff benefit from a comprehensive induction programme that ensures a smooth start to your career at the Hessle Academy.

Early career teachers benefit from an extensive and well-regarded support programme, led by our Teaching and Learning Lead Practitioner. 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 learners 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 learners 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."*

## **What can we offer you?**

- **Well-being support including** discounted East Riding gym membership; free annual flu vaccinations; access to a free employee assistance scheme 24/7 with advice on a wide range of practical issues ranging from legal information and consumer issues to specialist counselling
- **Financial incentives including** a cycle to work scheme offering discounted bike purchase
- Opportunity to become a **Mental Health First Aider**
- **Membership of the Pension Scheme** with benefits including secure earnings linked pension and a lump sum death grant of three times your salary.

## Leadership Team

The Senior Leadership Team is an experienced, ambitious and committed team. All members believe firmly in the Academy's vision and values and all share a determination to secure continuous improvement and achieve the best for learners. The Senior Leadership Team comprises:

### **Headteacher**

Hessle High:

#### **Deputy Headteacher x 2**

(Quality of Education / Pastoral)

#### **Assistant Headteachers x 4**

(Standards / Pastoral / Student Welfare / Director of Sixth Form)

Penshurst Primary:

#### **Head of School**

#### **Assistant Headteachers x 2**

(Pupil Development and Behaviour / Quality of Education)

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 leaders of the English, Mathematics, Science and Humanities Faculties form part of the school's Extended Leadership Team.

The Operations Manager is the senior member of the support team.

## The Vacancy

Applications are invited for the post of Higher-Level Teaching Assistant (HLTA) to join Penshurst Primary School in September 2022.

This is a fixed term contract to cover maternity leave working 35 hours per week, term time plus five additional days. The role will be paid on point 17 on the National Joint Council pay scale.

The successful candidate will be committed to making a positive difference to young people's lives and in supporting and developing their learning. Your intervention will help enable an outstanding learning environment for our young people, providing the support they need to succeed.

The successful candidate will be energetic and solution focused, an individual who can work effectively as part of a very committed team. Excellent communication and inter-personal skills are an absolute necessity, as are superb organisational and technical skills. The ability to listen to and converse with learners, parents/carers and colleagues is a key skill required in order to deliver the appropriate support.

The successful candidate will be able to demonstrate a passion for developing themselves through a commitment to CPD.

Full details and expectations of this post can be found in the job description and person specification below.

## Appointment Process

Please send your application to: [recruitment.hessleacademy.com](https://recruitment.hessleacademy.com)

Applications should address the criteria in the role information and quote post Number: TCAT001101.

Closing date for receipt of applications is by 9am on Wednesday 6 July 2022.

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

Informal questions regarding the post or to request a tour, should be directed to Sarah Greenley, Operations Manager at [recruitment.hessleacademy.com](https://recruitment.hessleacademy.com) or 01482 648604.

The selection process will involve stakeholder panels and assessment tasks. Further details of this will be sent to shortlisted candidates in due course. An appointment will be made subject to satisfactory references, in line with the usual terms and conditions of employment at The Consortium Academy Trust.

We hope that the details provided here will allow you to make an informed decision to allow you to pursue your application for this position and continue with the recruitment process.

We wish you every success with your application.

Mr V Groak  
Headteacher

*As an employer we want to create a workplace that works for you too – so we actively invite applications for full and part-time hours. We know that great people deliver great outcomes, whether they work five days or three days... so please be clear what hours you are looking for.*

*The Hessle Academy is committed to safeguarding children. All positions in school are subject to a subject to satisfactory references, an enhanced DBS check and successful completion of the e-learning safeguarding course. The safeguarding responsibilities of the post are detailed in the job description and personal specification.*

*The post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Which means that when applying for certain jobs and activities certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.*



## Job Description

<b>Post Title</b>	Higher Level Teaching Assistant (HLTA)
<b>Responsible to</b>	Assistant Headteacher
<b>Scale Point</b>	SCP17

### Background

The following generic responsibilities are consistent for all Higher-Level Teaching Assistants (HLTA). All HLTAs will be expected to meet the appropriate Standards as a minimum requirement (relevant to experience).

### Those awarded HLTA status must demonstrate, through their practice, that they:

1. Have high expectations of children and young people with a commitment to helping them fulfil their potential
2. Establish fair, respectful, trusting, supportive and constructive relationships with children and young people
3. Demonstrate the positive values, attitudes and behaviour they expect from children and young people
4. Communicate effectively and sensitively with children, young people, colleagues, parents and carers
5. Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people
6. Demonstrate a commitment to collaborative and cooperative working with colleagues
7. Improve their own knowledge and practice including responding to advice and feedback

### Professional knowledge and understanding

8. Understand the key factors that affect children and young people's learning and progress
9. Know how to contribute to effective personalised provision by taking practical account of diversity
10. Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
11. Have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy
12. Know how to use ICT to support their professional activities
13. Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
14. Understand the objectives, content and intended outcomes for the learning activities in which they are involved
15. Know how to support learners in accessing the curriculum in accordance with the special educational needs and disability (SEND) code of practice and disabilities legislation
16. Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice

### Professional Skills

Teaching and learning activities must take place under the direction of a teacher and in accordance with arrangements made by the headteacher of the school.

### Planning and expectations

17. Use their area(s) of expertise to contribute to the planning and preparation of learning activities
18. Use their area(s) of expertise to plan their role in learning activities
19. Devise clearly structured activities that interest and motivate learners and advance their learning
20. Plan how they will support the inclusion of the children and young people in the learning activities
21. Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities

### Monitoring and assessment

22. Monitor learners' responses to activities and modify the approach accordingly
23. Monitor learners' progress in order to provide focussed support and feedback
24. Support the evaluation of learners' progress using a range of assessment techniques
25. Contribute to maintaining and analysing records of learners' progress

### Teaching and learning activities

26. Use effective strategies to promote positive behaviour
27. Recognise and respond appropriately to situations that challenge equality of opportunity
28. Use their ICT skills to advance learning
29. Advance learning when working with individuals
30. Advance learning when working with small groups
31. Advance learning when working with whole classes without the presence of the assigned teacher

32. Organise and manage learning activities in ways which keep learners safe
33. Direct the work, where relevant, of other adults in supporting learning.

### **Other requirements of the role**

- To provide learners with the confidence to actively engage in school life to develop high levels of social interaction and independence, preparing them for the next stage in their education
- Support transition activities, at all stages of education, to ensure that learners are physically, mentally and emotionally able to demonstrate resilience and thrive in the school environment
- Seek out opportunities for learners to engage in social activities with friendship groups and beyond
- Deliver appropriate provision and provide academic support of vulnerable and other learners to ensure that effective learning takes place across the school in all lessons, enabling learners to achieve and exceed their academic potential by developing their access to the curriculum through basic skills
- Analyse and evaluate performance data to provide updates on the effectiveness of programmes
- Liaise with parents/carers where appropriate to highlight areas of concern and celebrate achievement
- Provide opportunities for all learners to engage in reading for enjoyment
- Provide targeted support for learners identified as requiring additional support
- Support the lunchtime provision offered to learners including additional learning opportunities during non-directed time
- Provide cover for absent colleagues, where possible, to ensure consistency of support for learners
- Provide guidance to teaching staff to support reading recovery for individual learners in mainstream learning
- Provide administration support to the learning support team to support the outcomes for young people, for example, logging behaviour management incidents in line with the Behaviour Policy
- Attend and contribute to relevant IEP and EHC Meetings 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

### **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. The post holder has a significant level of daily guidance and should prioritise the safeguarding of young people at all times.

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 learners
- 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 is intended to highlight the main responsibilities and expectations for the post holder, and is not the entirety of what a member of staff may reasonably be required to complete in line with the priorities of the organisation. Neither is it intended to highlight the amount of time which should be spent on each task.

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.

## Person Specification

	Essential	Desirable
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• 5 GCSEs or equivalent, including Maths and English</li> <li>• Meet HLTA standards or equivalent qualification or experience</li> <li>• Competent in use of Microsoft Office including Excel and Word</li> </ul>	<ul style="list-style-type: none"> <li>• Degree level qualification</li> <li>• Level 3 qualification (NVQ level 3 or A level)</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working in an educational setting/ school</li> <li>• Experience of working at the appropriate Key Stage</li> <li>• Training in a range of literacy strategies and approaches i.e. teaching of Reading, Spelling, Phonics following a suitably recognised scheme</li> <li>• Contributing to the development, monitoring and review of Education Health and Care Plans.</li> <li>• Ability to work on own initiative within departmental protocols/procedures</li> <li>• Ability to deal with difficult situations</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting children with special educational needs and/or Disabilities (SEND)</li> <li>• Supporting children with English as an additional language (EAL)</li> <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>
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• Ability to maintain positive relationships with learners, parents and staff</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>• Ability to represent the school at meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of strategies to support students with specific SEND e.g. physical disabilities, visual and/or hearing impairment, dyslexia</li> <li>• Good understanding of Safeguarding procedures</li> <li>• Experience of using CPOMS Safeguarding and Child Protection Software for Schools</li> <li>• Experience of using Arbor Management Information System</li> <li>• Understanding of procedures and legislation relating to confidentiality and GDPR</li> </ul>
<b>Personal Attributes</b>	<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>• 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>