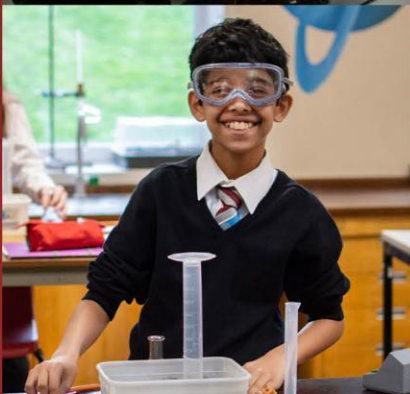




EGGBUCKLAND
COMMUNITY COLLEGE
Everyone can



Recruitment

HLTA - Numeracy

Everyone can... Be exceptional.

Dear Candidate

I am delighted that you are interested in applying for the role of HLTA – Numeracy at Eggbuckland Community College.

Eggbuckland is a wonderfully caring and positive College who put students at the centre of everything we do. We have extremely high expectations of our students and pride ourselves in our 'Everyone Can' ethos. We firmly believe that every student deserves a great education, regardless of their starting point and are committed to enabling all students to flourish academically and develop into exceptional young people.



Heather Lilley
Principal

At Eggbuckland, we have extremely strong systems and routines, coupled with excellent pastoral care; this enables our students to thrive. In lessons, students are encouraged to develop a love of learning, to think for themselves and to work hard so they maximise their full potential. As part of Westcountry Schools Trust, we work collaboratively within our family of schools to ensure that all students and staff have to best possible experiences and opportunities. I look forward to reading your application.

Yours faithfully

Heather Lilley



Our Mission, Vision and Values

Our Mission

At Eggbuckland, we *will* foster:

A climate where *effort* prevails, above all else;

A curriculum which inspires *curiosity*: accessible and ambitious for all;

A community where *difference* is celebrated and *character* is shaped.

Our Vision

To be recognised as a great school where students receive a great education, regardless of their starting point.

Graduates of Eggbuckland will have the power to understand themselves and the world around them and have the confidence to realise their ambitions; they will be exceptional.

Our Values



Tenacity

"I have a goal and work hard to achieve it"

"I seek challenges to improve myself"

"I view setbacks as an opportunity for learning"



Integrity

"I am strong and stand up for what is right"

"I am honest"

"I am guided by strong moral principles"



Compassion

"I allow the voice of others to be heard"

"I accept people for who they are"

"I relish opportunities to improve the fortune of others"



Knowledge

"I am committed to instilling knowledge to my long term memory"

"I value the link between knowledge and increasing my learning and life chances"

"I utilise all opportunities to increase my wider knowledge"



From the Trust

Welcome to Westcountry Schools Trust (WeST); a tight-knit family of schools based around natural geographical proximity in the South West.

Initially formed as a small multi academy trust of only two schools in 2011, the Trust has experienced several iterations of growth and change.

In essence, WeST as we recognise it today, was launched in September 2017 with the ambition of delivering exceptional education for 2-19 years olds with the additional ability to provide postgraduate study through The WeST Training Institute (WTI).

The WeST family now extends to 31 schools of which 8 are secondary and 23 primary. All 23 primary schools naturally transition children into a WeST secondary school, an area of work we wish to further strengthen as our work matures.

WeST holds a firm belief in giving each child every opportunity to learn and succeed in all that they do.

Whilst we are a family of schools who share common values and beliefs, all our schools are unique and hold their own identity. We believe that by working collectively, sharing what works well and jointly developing best practice, we are stronger together and can provide the very best education for our children in our geographical area.

We have a pride in our schools, staff and children, and thrive on the constant challenge to do better. All our children are our collective responsibility.



Nat Parnell

Chief Executive Officer

Westcountry Schools Trust

Trust Vision, Mission and Values

While all our schools retain their own identity, we are a united family who share a common Vision, Mission, and Values. We believe that by working collectively, we are stronger and can provide the very best education for our children.



Vision

Every child achieving in a great school



Mission

Empowering children to impact positively on society



Values

Collaboration, Aspiration,
Integrity, Compassion,
Respect



WESTCOUNTRY
SCHOOLS TRUST

WESTCOUNTRY SCHOOLS TRUST
JOB DESCRIPTION

Job Title:	HLTA (Numeracy)
Location:	Across the Trust (based at Eggbuckland Community College currently)
Grade/Salary:	Plymouth NJC Grade E scp 15-20 – FTE Salary: £30,024 – £32,597 Actual Salary: £10,425 - £11,318
Hours:	15 hrs per week x 39 weeks per year 09.00 – 12.00 Monday to Friday
Key Relationships:	Pastoral team, SEN team, Curriculum Team Leader for Mathematics and other senior leaders
Reports to:	CTL Mathematics

Purpose

Under direction of the Director of Inclusion and the Curriculum Team Leader for Mathematics, the post holder will work with students who require additional support with numeracy. They will help coordinate a diagnostic numeracy team, using evidence-based strategies and interventions, which support all areas of numeracy.

Duties and Responsibilities

Key Tasks:

1. Deliver a range of Numeracy interventions under the guidance of senior staff.
2. Work with small groups (up to 6) or one to one to deliver interventions in the numeracy intervention area of the library.
3. Use data to identify trends and students who require interventions, planning and resourcing appropriately.
4. Support the Curriculum Team Leader with baseline tests and resits where appropriate.
5. Carry out general administrative/clerical tasks to support the delivery and organisation of interventions.
6. Co-ordinate a small numeracy intervention team delivering intervention programmes.
7. Support/monitor students in lessons (if need becomes apparent).
8. Maintain appropriate records.

Supporting the student

1. Supervising and providing particular support for students, including those with numeracy needs, ensuring their safety and access to learning activities.
2. Assisting with the development and implementation of Individual Education/Behaviour Plans.
3. Establishing constructive relationships with students and interacting with them according to individual needs.

4. Promoting the inclusion and acceptance of all students.
5. Setting challenging and demanding expectations and promoting self-esteem and independence;
 - Clarify and explain instructions
 - Motivate and encourage
 - Help to concentrate and finish work
 - Assist in weaker areas, e.g. reading, presentation, behaviour, etc.
 - Promote independence
 - Liaise with the Director of Inclusion where needed
 - Help to develop appropriate resources
 - Help to promote self esteem
 - Help promote acceptance by peers

Supporting Numeracy at the College

1. Creating and maintaining a purposeful, orderly and supportive environment, in accordance with intervention plans.
2. Using strategies, in liaison with the Curriculum Team Leader for Mathematics and the Director of Inclusion, to support students to achieve learning goals.
3. Assisting with the planning of intervention activities on a regular basis.
4. Monitoring students' responses to intervention activities and accurately recording achievement/progress as directed by the Director of Inclusion.
5. Participate in the evaluation of intervention programmes.
6. Promoting good student behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging students to take responsibility for their own behaviour.
8. Establishing constructive relationships with parents/carers and where appropriate participating in feedback sessions with parents alongside the Director of Inclusion, and Curriculum Team Leader for Mathematics.
9. Administering routine tests, invigilating exams and undertaking routine marking of students' work.
10. Providing clerical/administrative support e.g. photocopying, typing, filing, etc

Supporting the College

1. Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person.
2. Being aware of and supporting difference and ensuring all students have equal access to opportunities to learn and develop.
3. Contributing to the overall ethos/work/aims of the College.
4. Appreciating and supporting the role of other professionals; Liaise, advise and consult with other colleagues.
5. Attending relevant meetings as required.
6. Participating in training and other learning activities and performance development as required.
7. Assisting with the supervision of students out of lesson times, including before and after school and at lunchtimes as required.
8. Accompanying teaching staff and students on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher;

- Be aware of and follow College procedures
- Be aware of issues of confidentiality
- Meet with the Associate Assistant Principal for Numeracy on a weekly/half termly basis to support the strategic vision of Numeracy
- Any other tasks at the discretion of the Principal

This job description provides a general reflection of the main duties and responsibilities of the post at the date of production. You may be expected to take on other reasonable activities deemed to be within the character of the post to assist in efficient service delivery. The duties may change over time as requirements and circumstances evolve without changing the general character of the post or level of responsibility.

Signed:

Date:

Signed:

Date:

Principal

PERSON SPECIFICATION

E = Essential, D = Desirable

Method of Assessment	Essential or Desirable	Application Form	Interview (or other selection activity)
The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.			
QUALIFICATIONS:			
A good level of education to include GCSE (or equivalent) Grade 4/C or above in Maths and English	E	✓	✓
EXPERIENCE:			
Experience of working in a busy, fast paced environment	E	✓	✓
Experience of working in a school environment or supporting young people	E	✓	✓
SKILLS AND ABILITIES:			
Good knowledge of the SEND code of practice	D	✓	✓
Ability to work constructively as part of a team, to understand classroom roles and responsibilities and to understand own position within these	E	✓	✓
Excellent communication skills, both verbal and written, including the effective communication skills with students	E	✓	✓
Ability to use technology to a basic level – e.g. computer, video, photocopier etc	D	✓	✓
Ability to manage own work load	E	✓	✓
Ability to deal with issues of high confidentiality	E	✓	✓
A knowledge of GDPR legislation	D	✓	✓
FURTHER REQUIREMENTS:			
Compassionate, caring and non-judgemental	E	✓	✓
To be creative and innovative	D	✓	✓
Enthusiastic and committed to meeting the needs of students	E	✓	✓
Flexible and adaptable to the needs of the role	E	✓	✓
Requirement to participate in training/development as/when identified by line manager as essential for performance of the post	E	✓	✓

Willingness to participate in other development and training opportunities	E	✓	✓
PERSONAL QUALITIES			
Professional, enterprising, personal impact	E	✓	✓
Outgoing, warm personality, approachable, inclusive	E	✓	✓
Positive, adaptable	E	✓	✓
Energetic, enthusiastic	E	✓	✓
Self-motivated, self-confident	E	✓	✓
Calm under pressure, emotionally intelligent	E	✓	✓
Sensitivity, fairness, tact, discretion	E	✓	✓
Reliable, committed	E	✓	✓
Hardworking and resilient, acts on own initiative	E	✓	✓
Awareness, understanding and commitment to the protection and safeguarding of children and vulnerable adults	E	✓	✓

Method of Assessment	Essential or Desirable	Application Form	Interview (or other selection activity)
The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.			
VALUES-BASED BEHAVIOURS - It is important to us that your values align with ours:			
Collaboration			
We are "Stronger Together," sharing expertise across the trust to lift every school	X		X
Aspiration:			
We refuse to accept that geography or disadvantage dictates destiny	X		X
Integrity:			
We act ethically, transparently, and with financial propriety	X		X
Compassion			
We recognise need and act with positive intention to support wellbeing	X		X
Respect			
We value diversity, listen to our communities, and treat every individual with dignity.	X		X

Additional Information

Westcountry Schools Trust is committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974; pre-employment checks will be carried out, references will be sought and successful candidates will be subject to an enhanced DBS check and other relevant checks with statutory bodies.

Equal Opportunities

In fulfilling its aims and objectives, Westcountry Schools Trust actively seeks to achieve equality of opportunity and treatment for all members of the school community.

We will continuously strive to ensure that everyone is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability. The school works actively to promote equality and foster positive attitudes. WeST is committed to combatting all forms of discrimination by implementing positive policies and practices in compliance with the Equality Act 2010.

Procedures

All appointments are subject to pre-employment checks. That means:

- We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. A copy of our Child Protection Policy & Safeguarding Policy is available at:
<https://www.westst.org.uk/attachments/download.asp?file=2101&type=pdf>
- Your identity will be confirmed by sight of original, official documents such as a Birth Certificate, Passport etc. in line with the Asylum and Immigration Act 1996
- Original documents relating to all the qualifications you have listed on your application form must be supplied
- Your employment history will be thoroughly examined and clarification will be sought where there are gaps or other discrepancies arising from information provided either by you as the candidate or your referee
- References will be used to check dates of employment and your relevant experience. A minimum of two written references will be taken up and these references will be requested before the interview. References should cover the last 3-5 years' work history, as a minimum
- An online search of shortlisted candidates will be conducted in accordance with Part Three 'Safer Recruitment' of Keeping Children Safe in Education statutory guidance.
- The identity of referees and information relating to disclosures will be verified
- You will be required to provide details of any relevant unspent or spent convictions in accordance with the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendment) Order 1986
- An enhanced Disclosure and Barring Service (DBS) check will be requested. This check will be cross referenced against the Protection of Vulnerable Adults list (PoVA), the Protection of Children Act (PoCA) list and List 99. These lists contain details of people deemed unsuitable to work with children or vulnerable adults. Please note that it is an offence to apply, offer or accept to do any work with children (paid or unpaid) if disqualified from working with children. Applicants will be challenged where inconsistencies exist. Please be aware that a firm offer of appointment will only be made after receipt and verification of all satisfactory checks. Westcountry Schools Trust will carry out these checks and should you fail these checks, our offer of employment will be withdrawn.
- For information of how we use your data please click on this link— [Westcountry Schools Trust Recruitment information](#).

