

THE CHALK
HILLS ACADEMY

WHY WORK FOR THE CHALK HILLS ACADEMY?

ABOUT US

- £35 million state of the art building with well-equipped classrooms, in an Ofsted rated 'Good' school.
- You'll be working alongside a collaborative, forward thinking Leadership Team who are here to support and develop you
- Unparalleled CPD opportunities catered to your development needs
- Excellent opportunities to develop and grow in a successful and expanding academy
- Employee of the month scheme, winning shopping vouchers
- Fantastic staff benefits that make a difference to your work-life balance
- An academy 'Social and Wellbeing' team.

SAFEGUARDING

"We believe in the safeguarding and welfare of children and expect all staff to share this view."

The academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer.

The Department of Education (DfE) has set out statutory guidance 'Keeping Children Safe in Education' for schools and colleges on safeguarding. Safeguarding is defined in paragraph 4 as: "Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes."

The definition of 'children' includes everyone under the age of 18.

WE LOOK FORWARD TO HEARING FROM YOU

Please read the information in this pack. If you are interested in this job opportunity, please apply online today via our career site on: www.advantageschools.co.uk/join-us/work-for-us

If you have any questions about the role or would like to visit the academy, please contact **HR Recruitment, Jay Powell on 01582 211 226** or jpowell@advantageschools.co.uk

If you decide to apply, you should include a letter with your application form on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack with particular reference to the person specification and outline any relevant experience you would bring to the trust. Please do not send a generic letter; we really are looking for someone who is prepared to respond to us as an individual trust. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it.



WHAT OUR STAFF SAY

LEARNING SUPPORT ASSISTANT

My favourite part of the job is working with such a very diverse, motivated and responsive group of learners. Seeing the pupils progress both in their learning and personal development, giving them the confidence to transfer their newly acquired skills into further learning, is the most rewarding thing anyone can do.

MIDDLE LEADER

At The Chalk Hills Academy, every single child matters and every single child's future matters. Working with such a fantastic team of teaching colleagues, prepared to step in and deliver outstanding teaching to every single child matters; to give every single child that chance of a future full of opportunities.

INTEGRITY, AMBITION, EXCELLENCE

Welcome to Advantage Schools; a high-performing family of ten schools.

We unashamedly believe in high attainment. Our schools seek to transform the life-chances of the young people in our care. We do this through very high expectations – of behaviour and conduct, of hard work and of determination and perseverance – alongside the very best knowledge-based curriculum.

At Advantage Schools, we commit to ensuring that pupils will be able to learn in an environment that is free from disruption so that they can chase their dreams and fulfil the aspirations they share with parents and colleagues. A broad curriculum places pupils in a strong position to question and debate the world around them, making them intellectually resilient and prepares them for citizenship in a democratic society. We believe this is a right of all pupils and one which is empowering.

We also pride ourselves on the additional opportunities available to pupils outside of the classroom. Our extensive extra-curricular programmes include residentials, sports and music so that we develop well-rounded young people.

Our schools work together to provide teachers and support staff with the best possible training. In partnership with families, we work hard to ensure that pupils have the widest possible opportunities in their lives.

Our schools' doors are open in every sense:

- we are in the centre of our communities, inviting them in regularly and celebrating the richness of our local area and those we serve;
- we collaborate with other professionals and schools, sharing our work to benefit pupils across the country;
- we celebrate what we do while maintaining humility in accepting feedback so that we can continue to improve.

We run our schools in the best interests of the pupils, guided by our principle that *"it must be good enough for our own children or those that we care deeply about to be good enough for our pupils"*.

"Educating children, serving the community, achieving exceptional outcomes."

Stuart Lock
Chief Executive



Dear Applicant,

I am delighted that you have shown an interest in working at The Chalk Hills Academy. The information in this booklet is designed to give you a flavour of the school and to inform your decision making. You can find out further information on our website at thechalkhillsacademy.co.uk.

The Chalk Hills Academy is a thriving and unique 11–18 school in the west area of Luton. The ethos of our school is a clear one: To provide all children with the highest quality of teaching of an excellent academic curriculum, which enables them to become highly educated and to be full and active participants of society. We do not make exceptions in our high aspirations. At Chalk Hills, we pride ourselves on providing a nurturing environment that also challenges pupils to achieve the highest academic standards.

Ofsted recognises the school as being a 'good school and good in all areas', confirming something we already know. While such affirmation is important, it is the pupils' own attitudes alongside the high-quality teaching provided by our staff that leads to them doing so well. We also know that to achieve our aims, strong partnerships and effective collaboration are essential. The school is part of Advantage Schools, a trust of 10 schools across Bedfordshire and the surrounding areas. We share our practice and beliefs to enable young people to achieve the very highest standards. A strong and effective partnership with parents also underpins the work we do in school to support our pupils and we look forward to working with you to achieve this.

Candidates for this role must be committed to outstanding, inclusive education and this will be a focus throughout the recruitment process. We are a centre of academic excellence, with an ambitious curriculum and a determination to keep teaching and learning at the heart of everything we do. Pupils attain strong outcomes and many progress to prestigious universities and apprenticeships.

We are equally committed to the personal development of our pupils and have a strong pastoral structure and an extensive extra-curricular programme to ensure our pupils have opportunities to experience 'Above and Beyond'.

I extend a warm invitation to you to visit us and see what makes our Academy a very special educational establishment. If you would like to arrange a visit, please do make contact.

Best wishes,

Cathy Barr
Deputy Chief Executive Officer



Cathy Barr
Deputy Chief Executive

VALUES



INTEGRITY, AMBITION, EXCELLENCE

We are a unique family of schools, sharing our practice and beliefs to enable young people to achieve the very highest standards.

At Advantage Schools, we provide exceptional opportunities for all to be knowledgeable with experiences that broaden horizons. We ensure our children, pupils and adults cultivate a strong self-belief so that they can flourish and develop into successful, well-rounded, self-respecting people.

Our commitment to this vision can be demonstrated by our values.

INTEGRITY

We provide a caring, nurturing environment where children and young adults feel happy, healthy and supported. Our academies will be places of safety, enabling pupils to develop courage, strong ambition and be the best that they can be.

We act honestly and transparently, advocating for pupils even when this causes difficulties.

We work together to share innovative practice and to provide a wealth of opportunities for all pupils and staff.

We focus on the development of all our colleagues through quality recruitment and retention, with excellent opportunities for clear and dynamic career progression.

AMBITION

We provide exceptional lessons enabling our pupils to be highly successful.

We share the most impactful approaches to teaching, curriculum and assessment, ensuring an interesting, inclusive and challenging education is on offer in each of our schools.

Our aim is to guarantee excellent 2-19 provision, with clear progression routes for all. You can expect excellent behaviour and conduct at all times, allowing all to make progress and achieve.

EXCELLENCE

We enable all of our pupils to develop and flourish, through close working and regular communication with our families and local community.

Our Cross-Trust focus is to ensure children are supported to meet ambitious targets and to provide exciting opportunities both inside and outside of the classroom.



**Ofsted**
...a good school



TEACHING & LEARNING AT THE CHALK HILLS ACADEMY

At The Chalk Hills Academy we have defined what excellence looks like and the behaviours required to achieve it. Our lessons consist of 5 parts, providing consistency and structure. A clearly thought-out lesson has set steps that need to be achieved, with parts in between to be filled with more knowledge through scaffolding and challenge. Engaging with pupils about expectations, content and outcomes also helps to boost pupil confidence in the current subject or topic.

At Chalk, we believe in teaching in bite-size chunks and checking for understanding throughout. We deploy various Assessment for Learning techniques to assess pupils' understanding of what has been taught. This includes question and answer and formative verbal and written feedback, including 'live marking'. We conduct regular re-cap quizzes to help pupils recall previously taught key objectives and memory content. This is done primarily during lesson starters.

We know that homework develops study habits and independent learning. At Chalk, pupils are expected to do homework in order to rehearse core knowledge. This can be tracked and monitored, not only by teachers, but also by parents and carers.

Our explicit teaching of effective study strategies prepares pupils for the requirements of independent study and revision as they progress higher up the school and beyond. Out of hours preparation sessions and the Homework Club allow pupils to study in focused environments with access to print and electronic resources. Assessment information is used to set challenging work and ambitious targets for pupils to track their progress over time, to report to parents, and to shape specific interventions for anyone who may fall behind.

We have a Teaching & Learning Team which includes Lead Practitioners who provide training and support to teachers at all levels, not because our teachers are not excellent already, but because we know we can always improve. We are research-informed and we prioritise sharing best practice and principles of high-quality teaching. Leaders at The Chalk Hills Academy are passionate about teaching and learning, teachers at The Chalk Hills Academy are passionate about their subject and pupils at The Chalk Hills Academy therefore develop the same passion for their subjects and for their journey of life-long learning.

STAFF BENEFITS

We offer a fantastic range of benefits across our trust, supporting our staff in a variety of ways. From an extensive **Wellbeing package**, to an onsite car wash, you can be reassured that we have your best interests at heart.



Whole trust training events



Free eye test vouchers



Staff recognition with reward shopping vouchers



Enhanced pension employer's contribution & death in service payment



Refer a friend £500 bonus scheme



Support for all staff with an experienced licensed counsellor



Cycle to work scheme



We are in the process of a big benefit review. Watch this space!

CAREER PROGRESSION

At Advantage Schools, we are committed to helping every colleague grow, thrive, and achieve their full potential. Supporting career progression is at the heart of what we do.

To empower our staff, we provide fully funded opportunities to study for NPQs, along with tailored middle leader training for eligible colleagues. Additionally, we offer a wide range of CPD training through various platforms, including The National College, giving all staff access to an extensive selection of professional development courses.

Join us and take your career to the next level with our exceptional development opportunities!



All colleagues have access to Perkbox, our Employee Benefits Programme, offering them a huge range of perks from vouchers, hot drinks, cinema tickets, gym classes and so much more. It also offers a substantial **wellbeing package**.

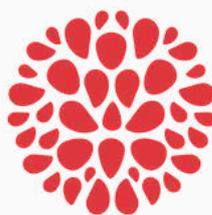


MEDICAL

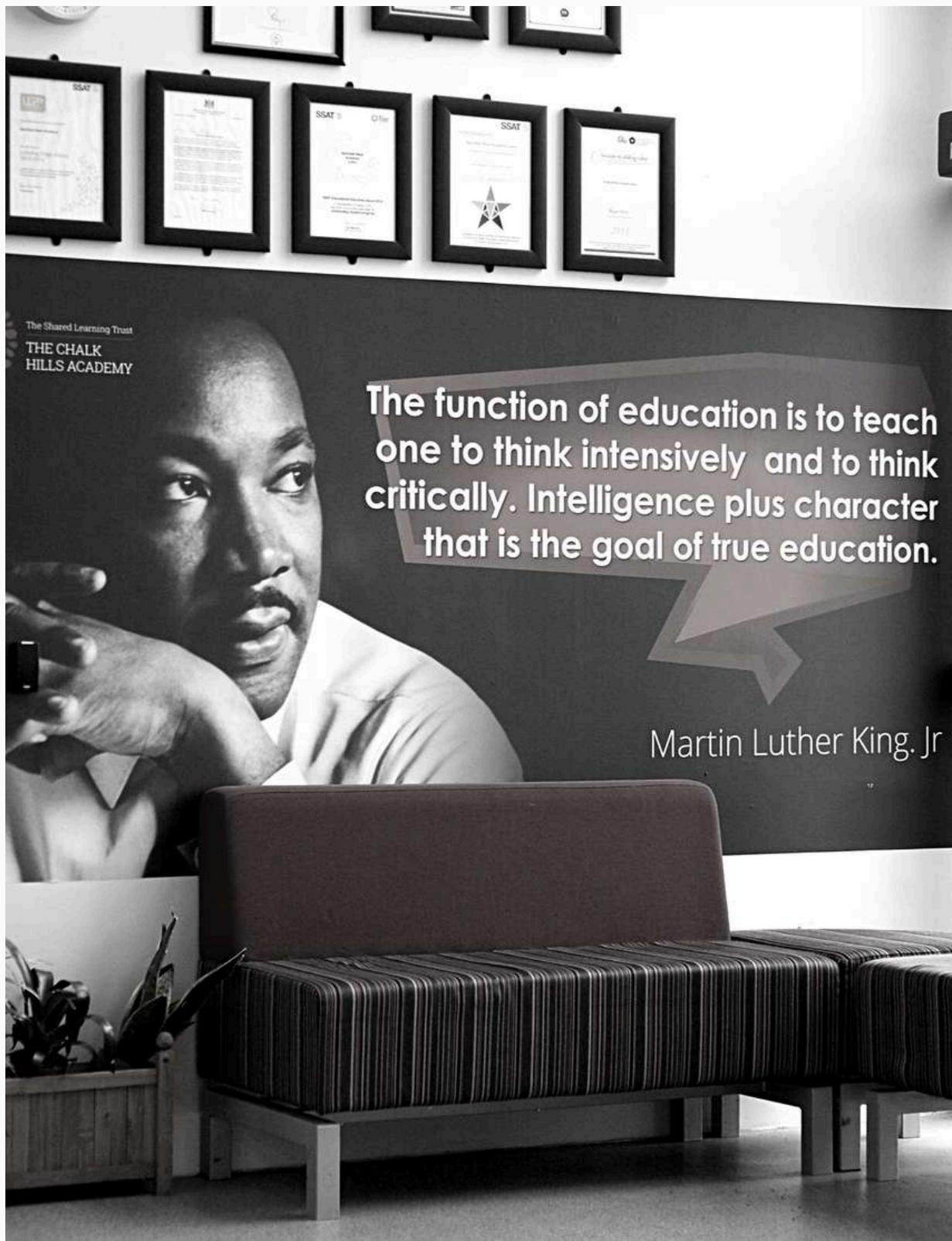
Perkbox also provides 24/7 access to GP appointments, confidential support and guidance through the Employee Assistance Programme.

Colleagues have access to a team of fully qualified counsellors and advisors, with support for a range of emotional, legal and financial issues, along with a wellbeing portal, full of resources and videos

RECRUITMENT BOOKLET



THE CHALK
HILLS ACADEMY



The Shared Learning Trust
THE CHALK
HILLS ACADEMY

The function of education is to teach one to think intensively and to think critically. Intelligence plus character that is the goal of true education.

Martin Luther King. Jr

SEE MORE AT

WWW.ADVANTAGESCHOOLS.CO.UK



Senior Learning Support Assistant - Compass Provision

The Chalk Hills Academy are seeking to appoint a Senior Learning Support Assistant to help support the teaching and learning of an individual or groups of students specifically within our Compass Provision. The Compass Provision is dedicated to supporting pupils who are not following mainstream classes for a number of factors and who may require additional support and care. We are looking for a motivated, inspiring, and influential candidate who will contribute to the intellectual and social development of students and support their achievement in Literacy and Numeracy and other specific curriculum areas as directed.

We are looking to recruit a SLSA who has the right attitude and will represent our positive 'can do' ethos that runs through our Academy. Therefore, you do not need to be a graduate to be successfully appointed for this role. You must however have a good understanding of functional skills, and the need for supportive but clear boundaries.

Key Duties

- To create a fully functioning alternative provision which offers a broad and balanced curriculum and leads to the rapid progress of our Compass students.
- To teach small groups of students' literacy and numeracy.
- To mentor students to help support behaviour modification.
- Support students with their access to the curriculum, literacy and numeracy.
- Assess and meet need, so that the behaviour of students is conducive to learning.
- To promote and maintain a calm working environment for students, including implementation of the school's Behaviour and Rewards Policy.
- Promote the inclusion and acceptance of all students within the Compass provision.

The successful candidate will have

- Excellent literacy and numeracy skills (minimum of Grade C in GCSE's or equivalent).
- Training in, or experience of, current learning strategies e.g. literacy or numeracy and/or behaviour.
- Excellent IT skills.
- Some experience of working in an educational setting.
- Some experience of working with people with a range of special needs including SEMH.

Job Specifics

Start date asap

Salary AS 15-20 FTE £30,334- £32,906 actual pro rata salary £26,324- £28,556 (dependent on experience)

Job Role Permanent, Full time, Term-time + INSET Days, 39 weeks per year, 37 hours per week,
Monday to Thursday 8am – 4pm, Friday 8am – 3.30pm.

The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.



Job Description

Job Title: SLSA Compass Provision

Reporting to: Compass Manager and Assistant Principal for Behaviour

Salary: AS 15-20 FTE £30,334- £32,906 actual pro rata salary £26,324- £28,556

Hours: Monday to Thursday 8am to 4pm, Friday 8am to 3.30pm

Purpose:

This is a key post within the Academy which requires dedication and a highly efficient and responsible approach. To provide efficient and effective alternative provision for our Compass Provision students so that they thrive and succeed in school. To provide a broad and balanced curriculum for students within the alternative provision.

It requires working closely with the Senior Assistant Principal for Behaviour, Compass Inclusion Manager and SENCO to support the classroom teacher with their responsibility for the development and progress of all students.

Principal Responsibilities

- To teach small groups of Compass students under the direction of the class teacher, following agreed lesson plans, support the teaching and learning of individual or groups of students, using support strategies appropriate to the needs of students, providing feedback and liaising over problems.
- Contribute to the intellectual and social development of students and work with individual small groups of children to support the achievement of literacy and numeracy targets and in other specific curriculum areas, as directed. Prepare, maintain and deploy appropriate learning aids, materials and equipment.
- To create a fully functioning alternative provision which offers a broad and balanced curriculum and leads to the rapid progress of our Compass students.
- Assess and meet needs, so that the behaviour of students is conducive to learning.
- To promote and maintain a calm working environment for students, including implementation of the school's Behaviour and Rewards Policy.



- Report back as appropriate on the behaviour of students during lessons in the Compass provision and if applicable in lessons within the wider school, and any issues arising, using the school's agreed referral procedures.
- Promote the inclusion and acceptance of all students within the Compass provision and wider school.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Contribute to the care, health and welfare of students in accordance with the school's health and safety and related policies.
- Contribute significantly to the planning of teaching and learning for the whole class and/or individual students.
- Contribute to the planning of lessons and work programmes, the devising of activities and target setting.
- Contribute to the monitoring, recording and assessment of student progress through observation and questioning, against student targets (and Pupil Progress Sheets where relevant) keeping detailed records of individual's progress.
- Invigilate tests and examinations as directed.
- As required, contribute to specific aspects of teaching, learning and personal development, for example, extra-curricular activities, school visits, etc.
- Establish highly effective relationships with students, acting as a role model and setting high standards.
- Support students with consistency whilst recognising and responding to their individual needs.
- Encourage and promote students to interact and work cooperatively with others.
- Promote independence and employ strategies to recognise and reward self-reliance.
- To continually update knowledge and understanding of a specialist area and related current research.
- Conduct student reviews and other related tasks as appropriate.
- Accompany teaching staff and students on educational visits, trips and out of school activities as required and take responsibility for a group under the supervision of a teacher.



- Implement agreed learning activities/teaching programmes, adjusting activities according to student needs/responses
- Implement programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3 strategies. Support the use of ICT in learning activities and develop students' competence and independence in its use. Help students to access learning activities through specialist support.
- Be aware of, and comply with, policies and procedures relating to child protection and safeguarding, health safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

The above lists are by no means exhaustive; it is more of a guide to expected duties. The post holder may, therefore, be directed by the Board to undertake any other duties commensurate with this role



PERSON SPECIFICATION

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.

Attributes	Essential	Desirable
Qualifications	<ul style="list-style-type: none">• Excellent numeracy and literacy skills, with a good level of education, including GCSE passes at C (4) or above in both English and Maths.• Training in, or experience of, current learning strategies e.g. literacy or numeracy and/or behaviour.	<ul style="list-style-type: none">• NVQ level 3 for Teaching Assistants or equivalent qualifications• Completed Outstanding Teaching Assistant Programme qualification or equivalent• First aid training/ experience of working with students with medical and/or physical needs.
Experience	<ul style="list-style-type: none">• Demonstrable extensive recent experience in the use of IT, i.e. word processing, spreadsheets, and other computer skills.• Some experience of working in an educational setting.• Some experience of working with people with a range of special needs including SEMH.	<ul style="list-style-type: none">• Some experience in the care and/or education of children.• Some experience of planning, monitoring and assessment of students' work.• Experience of supervising others.



Skills/Abilities	<ul style="list-style-type: none">• Has a competent command of written and spoken English• Able to remain calm and controlled under pressure• Able to work in the flexible ways needed for this post• Able to develop constructive working relationships with all Academy staff, whilst maintaining a high level of professionalism at all times• Able to helpfully deal with and give accurate information to visitors, colleagues, parents, pupils, etc.• Able to organize workloads to meet conflicting demands and deadlines.• Able to contribute constructively to and work effectively as a member of a team.• Able to work on own initiative with parents/carers and the child's community within an agreed framework and set of objectives.• Able to communicate effectively at a range of levels, e.g. with children, parents, other professionals, etc.	<ul style="list-style-type: none">• Able to contribute to the support of children in all areas of personal and educational development.• Able to keep accurate records.
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Experience, knowledge and understanding	<ul style="list-style-type: none">• Have an excellent rapport with students and adults.• Work on your own initiative without supervision.• Organise, supervise and motivate a team of LSAs.• Develop a working knowledge of relevant policies/codes of practice and awareness of current legislation, including the new SEN framework.• Create and evaluate resources to promote access to the curriculum for students.• Effectively manage students' learning and behaviour in a school setting.	<ul style="list-style-type: none">• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.• Self-evaluate learning needs and actively seek professional development opportunities.• Evaluate the performance of colleagues within an appraisal framework, including observing LSAs, feeding back and setting achievable targets.• Apply a working knowledge of the National Curriculum and other learning programmes/strategies.• Willingness to participate in further training and developmental opportunities offered by• the school and nationally, to further knowledge
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We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

This statement is an addition to, and an amplification of, the duties and responsibilities laid down in the National Teachers Conditions of Service.

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.'