



Richard Barnes Academy



Richard Barnes Academy

Application Information Pack

HLTA/Associate Tutor



Working together to transform lives through education



Principal's Welcome



Dear Applicant,

We are delighted that you are considering joining our team at Richard Barnes Academy. Our two-campus alternative provision helps young people change their lives through positive relationships and a focus on our pillars: Safe, Character, and Ambition. We support those who struggle with conventional education or need time in an alternative setting due to life events.

We are an inclusive school, dedicated to supporting and raising the aspirations of every young person. Our learners work towards meaningful qualifications to transition back to mainstream school or onto Post-16 courses. We believe in the potential of all young people to become successful adults, supported by strong relationships with our staff.

One of our greatest assets at Richard Barnes Academy is our staff, who go above and beyond to promote a love of learning which enhances pupils' achievement and supports their personal, social and emotional development. We offer our staff a supportive and inclusive work environment where you can make a significant impact on students' lives, helping them achieve their full potential.

We are privileged to be part of the Thomas Deacon Education Trust, which shares our commitment to enhancing educational outcomes for all students across its diverse range of primary and secondary academies. As a staff member here, you will benefit from exceptional professional development and support, both within our school and through a variety of exciting development and training opportunities offered by our locally based trust. By collaborating with a network of like-minded schools, we ensure that our staff have access to the best possible opportunities for growth and development, no matter where they are in their career journey.

I am pleased that you are interested in finding out more about our Academy. We would warmly welcome visits from prospective candidates interested in being part of our team.

Warm regards,

Claire Everton | Principal



Job Description

Job Title	HLTA/Associate Tutor
Working hours	32.5 hours per Week, 39 Weeks per annum
Salary/Grade	Pathway 6
Date Last Evaluated	February 2023
Core Purpose	Associate tutors will work closely with teachers, SLT, outside agencies and parents to help improve the learning, progress and behaviour of students.

Key Responsibilities

Personal and Professional Conduct

- Work to high professional standards embodying the core Richard Barnes Academy values of ambition, determination, conviction and reflection.
- Forge positive and mutually respectful relationships with colleagues and students.
- Have regard for the Richard Barnes Academy Safeguarding policy and work to keep students safe always.
- Be a reflective practitioner using quality assurance and performance management feedback to improve your own practice.
- Support the operational running of the academy by undertaking supervision duties.

Knowledge and Understanding

- Demonstrate expertise, knowledge and skills in understanding the needs of Alternative Provision students.
- Have a good working knowledge of barriers to learning such as SEND or SEMH needs.
- Acquire a level of subject and curriculum knowledge which is appropriate to your role.
- Take responsibility for ensuring that your own knowledge and understanding is up to date.

Teaching and Learning

- Use the Richard Barnes Academy behaviour policy consistently.
- Ensure that effective, non-confrontational behaviour management strategies are employed.



- Take direction from teachers and other staff about the which students to support.
- Support teachers in delivering the Richard Barnes Academy minimum classroom expectations.
- Contribute to assessment and planning.
- Take on the role of Group Coach.
- Help teachers to make learning resources for students.
- Maintain a stimulating and safe learning environment.
- Communicate effectively and sensitively with students. Model standard English always and support students developing oracy.

Working with Others

- Work in partnership with other professionals in the academy and outside agencies.
- Communicate effectively and widely with parents and careers.
- Work collaboratively with teachers and other Associate Tutors.

Coaching

- Under the guidance of the AHT PDBW, to act as a coach to a group of students.

General Responsibilities

- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Create and maintain positive and supportive relationships with staff, parents, business, community and other stakeholders.
- Be aware of the School's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times.
- To engage with appropriate training opportunities to promote professional effectiveness in this role.
- Participate in the ongoing development, implementation and monitoring of the Trust and Academy Improvement Plans.
- To treat all information acquired through employment, both formally and informally, in strict confidence.
- To be aware of the school's responsibilities under the General Data Protection regulations (GDPR) for the security, accuracy and relevance of personal data held on such systems and



ensure that all processes comply with this.

- Be aware of and comply with policies and procedures relating to child protection, reporting all concerns to the Designated Safeguarding Lead.
- Be aware of and comply with the codes of conduct, regulations and policies of the Trust and Academy and its commitment to equal opportunities.

The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with Academy approval.

Note: Every job description in the organisation will be subject to a review either:

- On an annual basis at the time of the annual appraisal meeting, or
- As a result of a change in strategic direction, or
- As a result of a team/operational requirements, or

It is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date.





Person Specification

Attribute	Essential or Desirable	Assessment
Qualifications		
Level 2 Mathematics and English or Equivalent	E	A
A Levels or Equivalent	D	A
Evidence of CPD which enhances classroom practice	D	A
Knowledge & Understanding		
A clear understanding of what makes TDET different	E	A/I
An understanding of a range of special needs, especially SEMH, ASD, ADHD and SpLD	D	A/I/T
An understanding of disadvantage and difficult settings	E	A/I/T
Skills & Abilities		
Ability to support students with literacy and numeracy	E	A/I/T
Knowledge of standard English	D	A/I
An understanding of expeditionary learning	E	A/I
Excellent interpersonal and communication skills, and the ability to form strong relationships with all stakeholder groups	E	A/I/T/R
Ability to Self-Evaluate	E	A/I/T
Experience		
Evidence of successfully supporting students with their learning	E	A/I
Effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards	E	A/I
Experience of supporting all aspects of inclusion to successfully meet the needs of pupils with complex special educational, social and emotional needs	E	A/I
Experience of working collaboratively with others	D	A/I
Personal Commitment		
Demonstrate and adhere to TDET and Academy's Core Values.	E	A/I
Commitment to equality and diversity in the workplace.	E	A
Adhere to GDPR guidelines and the Academy's internal procedures.	E	A
Adhere to the Academy's Safeguarding and Prevent policy and procedures.	E	A/I
Adhere to TDET's Health and Safety policy and procedures.	E	A



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Assessment methods

A – Application

I – Interview

T – Task/Activity

L – Lesson Observation

R – References





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