



Cheney School

Think for yourself; act for others



JOB INFORMATION PACK

Higher Level Teaching Assistant - Literacy

HEADTEACHER'S WELCOME

We are a school: we will educate a new generation to view the world critically, make their own decisions, and act in a way that benefits the wider community, not just themselves.

This is summed up in our motto, "think for yourself; act for others."

Cheney is a genuinely comprehensive school, in the best sense of the term, with a fully inclusive intake, which represents not just our catchment area, but also modern Britain.

The ideals of the comprehensive movement have been met in Cheney, in a way that is very rare.

We value creativity over conformity; education over league tables; the needs of students over data; self-discipline over sanctions; nuance over simplification; curiosity over acceptance; honesty over

reassurance; the judgement of our community over the judgement of the official world.

We value emotional intelligence equally to academic intelligence; well-being equally to success; self-knowledge to factual knowledge; humanity to rigour.

This is not to say that the things we value less are worthless; in their place, and in their time, quite the reverse.

In fact, we believe if we get the first things right, the second will follow.

Please contact us if you have any questions or would like to visit.

While you are here, you might like to visit the Rumble Museum, the only Arts Council-accredited museum in a state school, and a great example of what creativity and curiosity looks like at Cheney.





GREAT REASONS TO WORK AT CHENEY



Noticeable warmth and friendliness of staff and students



Employee Assistance Programme – free counselling and practical advice



Genuine priority of staff workload in decision making



Comprehensive support programme for ECTs



Positive commitment to the environment (Sustainable Secondary of the Year 2024)



Thoughtful and extensive CPD offer for all teaching and support staff



Cycle to work scheme, E-bike loan scheme and EV charging



Staff social events, sport and other activities

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TESTIMONIALS FROM STAFF

“Everyone is encouraging and wants you to succeed and fulfill your potential.”

“I feel valued and feel part of something beautiful.”

“The staff really make the school, it is because of them that the school is such a nice place to work.”

“The school obviously cares about its pupils, but it cares about its staff just as much.”

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RIVER LEARNING TRUST

Cheney School is part of River Learning Trust (RLT), a multi-academy trust responsible for primary and secondary schools across Oxfordshire and Swindon, and a school-centred initial teacher training provider that serves Oxfordshire, Berkshire and Wiltshire.

OUR VISION

Education has the power to change lives, communities and society for the better.

At the River Learning Trust we believe that we can achieve more for our pupils, trainees, staff and communities by working together rather than alone.

All of the schools in the River Learning Trust are united by a common belief in the benefits of working together, and by our commitment to our shared principles. Our vision is for our schools and SCITT to improve rapidly, continuously and sustainably: to be better faster together.

Our 'Why?' is that children and young people 'only get one go' in school and our schools should improve faster and be better as part of RLT to ensure the best possible 'go' for our pupils.

Our 'How' is through the highest possible support and challenge for our schools and each other, underpinned by our three principles. We use the principles of 'aligned autonomy' to empower colleagues in schools to perform well; we rarely direct from the centre but rather support leaders and other colleagues to do their work exceptionally well in their own context.

The schools and SCITT are united by their commitment to the principles of the trust and a common belief in the benefits of everything that is gained by working together.

WHAT MATTERS TO US

The River Learning Trust is a community of children, young people and adults with shared principles.

These principles are:

- Commitment to Excellence; striving for the best educational experience through continuous improvement.
- Everyone Learning; creating and taking opportunities that enhance lives through evidence-based practice supporting adult and pupil learning.
- Respectful Relationships; acting with care, integrity, and fairness in all we do.

THE POWER OF PEOPLE

High-performing organisations have the right organisational culture, effective processes and well-trained, motivated colleagues in the right roles.

We focus a great deal on people and the importance of continuous professional learning and development.

THE TRUST'S SCHOOLS

We currently educate around 16,000 pupils and have around 2,200 colleagues working in the trust. The SCITT (school-centred initial teacher training provider) trains around 110 trainees a year in Oxfordshire, Berkshire and Wiltshire.

SECONDARY SCHOOLS

Cheney School
Chipping Norton School
Gillotts School
Gosford Hill School
Kingsdown School
The Cherwell School
The Marlborough CofE School
The Oxford Academy
The Swan School
Wheatley Park School

Horspath CofE Primary School
Larkrise Primary School
Madley Brook Primary School
Middle Barton Primary School
New Marston Primary School
Rose Hill Primary School
Sandhills Primary School
Seven Fields Primary School
Tower Hill Primary School
Witney Community Primary School
Windrush CofE Primary School
Wolvercote Primary School

PRIMARY SCHOOLS

Barton Park Primary School
Bayards Hill Primary School
Beckley CofE Primary School
Charlbury Primary School
Cutteslowe Primary School
Edith Moorhouse Primary School
Edward Field Primary School
Garsington CofE Primary School

ALTERNATIVE PROVISION

Meadowbrook College

TEACHER TRAINING

OTT SCITT

TEACHING SCHOOL HUB

Oxfordshire Teaching School Hub



JOB DESCRIPTION

Title of Post:

Higher Level Teaching Assistant

Contract Terms:

Full-time

Grade:

Grade 8, Scale Point 18 - 23

Accountable to:

Deputy SENDCo

Job Purpose:

To complement the professional work of teachers by taking responsibility for agreed learning activities. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development.

Main responsibilities:

- Use detailed knowledge and specialist skills to support pupils' learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Promote independence and employ strategies to recognise and reward achievement and self-reliance
- Provide feedback to pupils in relation to progress and achievement
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- Follow the schools' established policies for managing behaviour and delivering teaching and learning
- Produce appropriate resources for lessons
- Deliver local and national learning strategies e.g. literacy, numeracy, KS3, KS4 and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Establish constructive relationships and communicate with other professionals, in liaison with the teacher
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others

Line management responsibilities, where appropriate

- Manage other teaching assistants
- Liaise between managers/teaching staff and teaching assistants
- Hold regular team meetings with managed staff
- Represent teaching assistants at teaching staff/management/other appropriate meetings
- Undertake recruitment/ induction/ appraisal/ training/ mentoring for other teaching assistants

General responsibilities as part of the River Learning Trust team:

- To support teaching and learning by providing high quality support as part of a committed and flexible team;
- At all times act in accordance with agreed local and national policies and procedures;
- Contribute to the overall ethos/work/aims of the River Learning Trust;
- Appreciate and support the role of other professionals;
- Attend and participate in relevant meetings as required;
- Participate in training and other learning activities and performance development as required;
- Carry out other duties as required from time to time by line manager;
- Follow the Trust's Health and Safety rules and procedures and adhere to safeguarding principles.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

PERSON SPECIFICATION

(E) Essential

(D) Desirable

Qualifications & Training

- Meet Higher Level Teaching Assistant standards or equivalent qualification or experience. (E)
- Excellent literacy skills – equivalent to NVQ Level 4 in English. (E)
- Training in relevant learning strategies e.g. literacy. (D)
- Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language (D)

Experience, Skills and Knowledge

- Experience working with children of relevant age in a learning environment. (D)
- Full working knowledge of relevant policies/codes of practice/legislation. (D)
- Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies. (E)
- Good understanding of child development and learning processes. (E)
- Understanding of statutory frameworks relating to teaching. (D)
- Can use ICT effectively to support learning. (E)
- Constantly improve own practice/knowledge through self-evaluation and learning from others. (E)
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. (E)

Personal Attributes

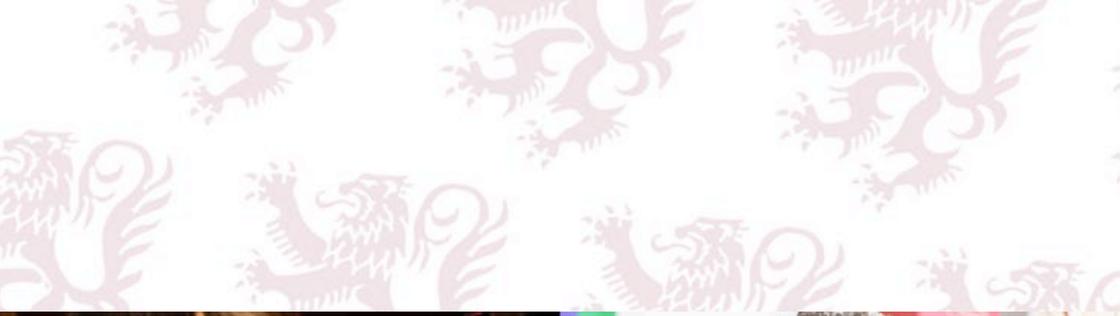
- Ambition, enthusiasm, determination and an insistence on high standards. (E)
- Ability to relate well to children and adults. (E)
- Team-leading skills. (D)
- Commitment to own professional development and that of colleagues. (E)
- Excellent communication skills with the ability to relate well to others. (E)
- Be able to work under pressure, prioritise and manage time effectively. (E)
- Ability to maintain confidentiality. (E)
- Ability to move equipment/small items of furniture when setting-up/clearing classroom areas. (E)
- Ability to attend meetings/events outside normal hours of work for this post. (E)

Safeguarding

- Understanding of current statutory processes, procedures and associated documentation (E)
- Training in safeguarding children at 'specialist' level, as defined by the Oxfordshire Safeguarding Children Board, or a commitment to complete this within 3 months of recruitment (D)

Safeguarding Statement

Cheney School and The River Learning Trust are committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (1 from current/latest employer) and evidence of the formal qualifications required for the role.



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www.cheneyschool.org