



**Higher Level Teaching Assistant**

## Chief Executive Officer Welcome

Dear Candidate

Thank you for your interest in a role within Transforming Futures Trust. I hope this brief introduction gives you an understanding of why.

Transforming Futures Trust is made up of four academies in the Southwest of England. All our academies provide for children and young people who have special educational needs and/or disabilities (SEND). The trust was first formed some time ago. It is now an innovative, secure organisation that is increasingly working alongside local areas to contribute more to the SEND system across Devon, Cornwall and Plymouth.

Although all our academies meet the needs of children and young people with differing needs, Transforming Futures Trust's core aim is to create 'positive futures for all'. We are building a culture of Trauma Informed Practice in all our academies which supports the wellbeing and development of all children and young people, staff, parents/carers and stakeholders and the wider communities they are a part of.

Transforming Futures Trust works with children for whom mainstream education is not right: those who have SEND, some with challenging behaviour; children with mental health concerns; students who find the traditional setting of a school intimidating. This is why the people who work for us are highly committed to a core principle that all learners, whatever their ability or background, get the best education possible.

Under the strong, collaborative and considered leadership in our academies, staff benefit from being members of tight communities that work together to achieve the best possible outcomes for children and young people. As the trust develops, so does the way we plan to ensure all staff meet their full potential. Professional development and protecting staff wellbeing are priorities for the trust. This means you can rely on the fact we will ensure you will benefit from a smooth induction and suite of training tailored specifically for you.

As a trust we pride ourselves on the impact we have had on many pupils' outcomes. I hope this introduction demonstrates why we think this is a great trust to work for. We would strongly encourage you to visit our academies and see first-hand the purposeful environments within them.

**Sandra Harris**  
**Interim Chief Executive Officer**



Transforming Futures Trust works with children for whom mainstream education is not right: young people with behavioural challenges; children with mental health concerns; students who find the traditional setting of a school intimidating. It is not an exaggeration to say that we change these young people's lives. Our extraordinary staff can connect with these children and apply the principles of trauma informed care to enable them to reach their potential.

Our core aim is to create 'positive futures for all'. We are building a culture of Trauma Informed Practice in all our schools which supports the wellbeing and development of all children and young people, Head teachers, School staff, parents/carers, stakeholders and the wider communities they are a part of.

We have proven educational practice and strong leadership which has enabled us to develop new

## About Us

provisions across the South West to meet the needs of children and families which have not been met in existing schools in the area. Since it was established, TFT has developed a highly effective internal capacity to support schools in their work with children and young people, helping them to make the biggest difference to their life chances.

Transforming Futures Trust was formally set up on 1st June 2016 (previously known as ACE Schools Multi Academy Trust) with the aim of growing from a single educational provision in Plymouth into a group of Schools across Devon and Cornwall. Our simple aim is to support the development and improvement of the education for all pupils within the Trust and beyond through school-to-school support.

## Governance, Responsibility and Leadership

The mission of the Trust is to do our very best for learners. Our schools meet high standards and all of them achieve excellent outcomes. There is one overall leadership team which is responsible for this. It has three parts:



- **The Trust Board** has a wide range of experience and skills to govern the Trust to a very high standard. They are responsible for making sure our schools are effective.
- **The Executive Team** implements the Trust's strategy and policies. They make sure that all processes run smoothly and efficiently. Our new executive team is making great strides in reducing costs and improving quality.
- **The Senior Leadership Teams** ensure that every student has the best possible experience at school. This includes learning, personal development and skills for their next steps in life. This may be to a mainstream setting, to a next school or further education, or into employment.

These three teams work together to help our students achieve the best possible outcomes for themselves and their communities.

## Our Vision

We stand for excellence in education, uncompromising professionalism, and solution-focussed support, with our pupils at the heart of everything we do.

## Our Values

**Valuing the individual  
and our service to them**

**Compassion and  
caring for everyone**

**Professional  
excellence in all we do**

**Valuing growth and  
releasing potential**

**Celebrating Success**



## Feedback

**“The relationships we have with the students are really strong” Teaching Assistant**

**“It's been so nice having him at ACE, with all the support he has been given” Parent**

**“The changes over the last year have been very positive and much appreciated. I feel supported rather than pressurised” Teacher**

**“TFT is just brilliant. I couldn't ask for a better school. You work miracles” Parent**


**“I think the whole term has been a good news story, my students have been amazing demonstrating positive attitudes, resilience, patience, understanding, humour and a great work ethic and I truly believe that we are transforming futures” Teacher**

**“Having worked for TFT for only a short time and I have been impressed at how the students are supported” Teaching Assistant**

**“The work we do at TFT is brilliant and I am delighted to have joined the team this September” Teacher**

**“My son is loving it. He has changed dramatically particularly in his confidence levels. I wish he could have come sooner” Parent**

**“I feel supported in my role by the SLT, my line manager and the team of staff I work with. The role is extremely challenging, which is why that support is so important” Pastoral Lead**



## About The Role

**Job Title:** Higher Level Teaching Assistant

**Salary Range:** Grade E

**Contract Type:** Permanent, 32.5hrs weeks per year

### Job Description

#### Job Purpose

- Work with the teaching and learning team to raise the learning and attainment of students through the consistently excellent practice of teaching assistants, within the Nurture Provision and with particular emphasis upon a discreet group of students.
- Undertake the role of in-class or small group TA outside of a class setting delivering agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning resources and tasks for individuals/groups or short term for whole classes and providing appropriate feedback on student's achievement, progress and development to class teacher and their identified key worker/lead teacher.
- Line manage the Class Teaching Assistant, providing daily professional direction to ensure excellent practice in the classroom as well as supporting team members with their daily assigned duties and providing pastoral care as required.
- Provide short term cover for staff absence, both Teaching Assistant and Teacher.
- Acting as a key worker for a small number of high-level concern students providing focused and targeted support, intervention, monitoring and closure.

#### Responsibilities

##### Teaching and learning

- To cover and lead class teaching (under supervision) as and when directed to do so by senior leaders.
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all students.
- Promote, support and facilitate inclusion by encouraging participation of all students in learning and extracurricular activities.
- Use effective behaviour support strategies consistently in line with the school's policy and procedures.
- Support class teachers with maintaining good order and discipline among students, supporting behaviour effectively to ensure a good and safe learning environment.
- With class teachers, organise and manage teaching space and resources to help maintain a stimulating and safe learning environment.
- Observe student performance by marking work, agreed with the class teacher and providing constructive feedback to the student and class teacher.
- Be responsible for keeping and updating records and for the marking of students' work and recording achievement/progress.
- Undertake any other relevant duties given by the class teacher.

##### Planning

- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities.
- Plan how they will support the inclusion of students in the learning activities.

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of student performance and progress as appropriate to the level of the role.
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons and collate evidence of learning at the end of each lesson to evidence student progress within the lesson and across time.

#### **Working with colleagues and other relevant professionals**

- Communicate effectively with other staff members and students, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of students to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the students they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school.
- Develop effective professional relationships with colleagues.

#### **Whole-school organisation, strategy and development**

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision.
- Make a positive contribution to the wider life and ethos of the school.

#### **Health and safety**

- Promote the safety and wellbeing of students and help to safeguard students' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy.
- Look after children who are upset or have had accidents.

#### **Professional development**

- Help keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Take part in the school's appraisal procedures.
- **Personal and professional conduct**
- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school.
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality.
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Respect individual differences and cultural diversity.



## **Demands**

- There will be some emotional stress experienced through exposure to students who display challenging behaviour as their form of communication as well as safeguarding or child welfare issues which may cause the child to become angry or upset.
- Some lifting, stretching and physical effort required for the preparation of the classroom for lessons and clearing away afterwards. Post holder will periodically be required to assist with the display of students' work which may involve considerable physical effort.
- Post holder will be required to concentrate for most of the morning or afternoon whilst observing and assisting the students during lessons. There will also be a requirement to concentrate for periods of up to two hours when marking students work and recording progress/achievement.

## **Working Conditions**

- Post holder will be exposed to students exhibiting difficult and challenging behaviour and who are angry or upset.
- Post holder mainly operates within classroom-based conditions and there is regular background noise. There may be some exposure to environmental conditions when supervising students/students at lunchtime and during off-site activities and school trips.

## **Other areas of responsibility**

- This will be confirmed during the appointment process and will depend on the skills and competencies of the individual candidate and the needs of the school as they develop.

## **General Duties**

### General Duties

- Enabling independence in life skills, learning, and navigating the social and academic world.
- Employing a range of strategies to recognise and reward achievement of self-reliance for students.
- Using specialist (curricular/learning) skills/training/experience to support students.
- Assist with the development and implementation of EHCP, Individual Education Plans and other school required documentations.
- You will be responsible for keeping and updating records and for the marking of students' work, recording achievement/progress encouraging students to interact and work co-operatively with others and engage all students in activities.
- Promote and ensure the health, safety and appropriate behaviour of students at all times.
- Support the team by assisting in the production of lesson/work plans, worksheets etc. within an agreed system of supervision.
- Liaise with parents/carers as agreed with the teacher.
- Provide objective feedback and reports, as required, to the teacher on student achievement, progress and other matters.
- Prepare and maintain curriculum equipment/resources as directed by the teacher to meet lesson plans/relevant learning activities.
- May be required to assist in the handling of small amounts of money related to various school events, which are then handed over to school office staff for processing.
- Operate office equipment in the provision of clerical and administrative support e.g. photocopier.
- Support the intimate care and administering medicines to identified individuals within an agreed safeguarding structure.



- The post holder will be expected to work within a Trauma Informed framework, using attachment friendly strategies to connect and build relationships with individual and groups of students.
- Ensuring maintenance of a clean, safe, and orderly working environment
- Timely and accurate preparation of routine equipment, resources, materials, as instructed, ensuring quality/safety.
- Undertake record keeping as directed.
- Monitoring and arranging orderly and secure storage of learning resources.

This job description sets out a summary of the key features of the role. It is not intended to be exhaustive and will be reviewed periodically to ensure it remains appropriate for the role.

The postholder must also undertake other duties within their competence or otherwise appropriate to the grading of the post as required.

### Qualifications and Experience

- GCSEs at grades 9 to 4 (A\* to C) including English and maths
- Understanding of child development and learning processes applicable to SEND pupils
- Understanding of statutory frameworks relating to teaching SEND pupils
- Experience of planning and leading teaching and learning activities (under supervision)

Desirable:

- Level 3 or 4 Certificate in Supporting Teaching and Learning in Schools, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held)
- Successful experience of working with primary aged children who have Special Educational Needs and Disabilities, who also exhibit behaviours which challenge.
- Knowledge of relevant SEND policies/codes of practice/legislation
- Knowledge and experience of EYFS and Primary age curriculum
- Level 4 Diploma in Childcare and Education (or willingness to work towards a qualification if not already held)
- Training in relevant SEND learning strategies e.g. Precision Instruction, TEEACH, ELKLAN, PACE, Trauma Informed Practice etc.
- Diploma in Trauma Informed Practice
- Degree in a relevant subject such as child development, early childhood studies or education
- Experience and understanding of crisis prevention de-escalation techniques

# Our Schools



Alongside Mount Tamar, Transforming Futures Trust is made up of academies based in the South West of England. All our academies provide for children and young people who have special educational needs and/or disabilities (SEND).

**ACE Tiverton is a new specialist secondary school, educating students with ASC and linked social, emotional and mental health needs.** Our learning family is built upon strong, trusting relationships, a deep sense of belonging and high aspirations for our students in every area of their lives. We challenge everyone in our school team to embrace learning, take risks and be the very best they can be.



**ACE Schools, based over three localities, is an alternative provision academy based across Cornwall, Plymouth, and Devon.** We support up to 500 pupils each year ranging from Year 1 to Year 11. Pupils that we work with often have complex needs and don't currently attend mainstream or special schools' settings. Our aspiration for all pupils is that we can support them to return to a specialist or mainstream settings and our focus is providing our young people with the skills necessary to make this transition successful.



**Courtlands Special Academy** in Plymouth supports 100 primary aged children who have Moderate Learning Difficulties, Social, Emotional and Mental Health Difficulties (SEMH), and other complex needs from across Plymouth, Devon and Cornwall.





## Working With Us



Transforming Futures Trust is a great place to work - across our schools we have over 300 talented members of staff, in a variety of teaching and support roles. Our alternative provision and special school academies are nurturing, inclusive communities which combine creative and engaging learning opportunities with a culture of respect.

The Trust attracts people who are up to the challenge of working in our innovative and exciting environment to improve outcomes for children and young people. The rewards are seeing the difference we make every day and being part of a caring and supportive team.

As a large alternative provision that is part of a Trust we can offer you as future employee many exciting benefits:

### **SCHOOL DAY**

The school day for pupils runs from 9.00am – 3:00pm

### **HEALTH ASSURED**

Health Assured provide our employees with support to enable you and your immediate family the best in life. Their 24/7 confidential support service can be used for a variety of issues including;

- Legal information
- Housing concerns
- Family issues
- Financial information

### **CPD**

All members of staff have CPD sessions that take place on a Wednesday and Thursday from 3.00pm – 4.00pm.

### **INDUCTION AND QUALIFICATIONS**

When you join us, you will be given an induction to our school and provided with Safety Intervention (physical intervention training) as part of this induction. This induction will continue with a comprehensive package which includes, trauma informed practice and in-depth safeguarding training.

### **DELT SHARED SERVICES**

Delt provide management and assistance in IT, HR, Finance and Estates functions for Transforming Futures Trust. Staff within these teams may work for Delt but they support Transforming Futures Trust solely.