

Tile Cross Academy



HLTA – Higher Level Teaching Assistant Candidate Pack



Washwood Heath
Multi Academy Trust
Respect Collaboration Aspiration



Headteachers Welcome

Welcome to Tile Cross Academy. Thank you for your interest in the role of HLTA within our School.

At Tile Cross Academy we care deeply for our students; their safety and wellbeing is our primary concern. Tile Cross Academy is the ideal environment in which to stimulate the minds of the next generation. It is a special place where both students and staff feel a real sense of belonging, with relationships at the heart of everything we do. With the wide range of backgrounds and cultures represented in our school population we celebrate diversity and difference, whilst recognising that we are all equal through a Rights Respecting ethos where students' rights are 'learned, celebrated and lived'. We value everyone's opinions and beliefs, whilst also encouraging every single child to achieve their very best.

Tile Cross Academy is proud to announce that we were winners within the UK Social Mobility Awards and have been awarded the title 'School of the Year 2020'

Tile Cross Academy opened in May 2017 as part of the Washwood Heath Multi Academy Trust. It sits on a site once occupied by Central Grammar School for boys, Byng Kenrick Grammar School for Girls, Sir Wilfred Martineau School and The International School. Our new school sits at the very heart of its community with a proud and distinguished heritage and an exciting and successful future ahead of it.

Thank you for your interest in our school and I would like to take this opportunity to wish you well in your application.

Gurt Sanghera

Headteacher



'Strive, Achieve, Believe'





About Our School

School Vision & Ethos

Tile Cross Academy is a small and caring 11-16 mixed comprehensive school. We have high expectations for our students in which they develop through high quality Teaching and Learning and our focus to develop the Character of every child, so they become outstanding learners and citizens.

We aim to provide a high-quality education in an atmosphere of mutual respect where everyone is valued as an important member of our school community. We strive to develop and nurture the values, skills and attributes which create good citizens and lifelong learners, so that every student can discover, develop, and achieve their full potential and be successful in whatever path they choose. Our broad and balanced curriculum prepares our students to meet the challenges of a rapidly changing society, ready and willing to grasp the opportunities available to them and positive about their futures.

Curriculum Overview

Our curriculum is at the heart of our school and reflects our values 'Strive, Achieve, Believe'.

At Tile Cross Academy we aim to offer a curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life. We offer this through a curriculum which is sequenced towards knowledge retention and developing skills for future learning and employment. We offer a full programme of enrichment activities to engage our learners that allows them to develop experiences outside the classroom.

We offer a full, broad and balanced curriculum with a diverse range of subjects including GCSE and Vocational subjects. Within our curriculum, we strive to improve literacy across all age groups so that our learners are articulate, speak to a high standard, listen to their peers and respond with fluency and expression, read widely and write with enjoyment and confidence.

We want all our students, no matter what their background or previous social and academic experience, to leave school as well qualified, resilient, independent and confident young adults, ready to make a highly positive contribution to their community and wider society.

In a rapidly changing world we feel strongly that our students should show adaptability and resilience as well as demonstrating respect, kindness and tolerance of people from all faiths, cultures and backgrounds.

Our ambitious curriculum will engage and stimulate our learners and develop their knowledge and skills to achieve high quality outcomes.

Our learners will:

- Experience a diverse, challenging, and engaging curriculum
- Thrive by exemplary practice modelled through our Teaching & Learning cycle
- Develop their independence, collaboration, and ability to evaluate
- Be supported and challenged as they aim to reach their true potential
- Be literate and articulate enabling them to access the wider world





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Pastoral Care & Wellbeing

Tile Cross Academy Provides a caring atmosphere where students feel secure and comfortable as they settle down to focus on their learning.

Form Tutors and Pastoral Managers look after the day to day needs of students and they remain with their tutor groups throughout the five years wherever possible, getting to know both students and parents very well. We value our close partnership with parents and encourage them to be actively involved in their child's education at every opportunity.

Students build up a trusting and friendly relationship with their Tutor, Pastoral Manager, Head of Year and peers through activities in registration and assemblies. Each Year group has a weekly assembly in the Central Hall, with Form Tutors, the Head of Year and a member of the Senior Leadership Team present. Others, including outside speakers are invited during the year. Heads of Year ensure the social and academic well-being of students in their year group as well as helping to maintain good attendance and standards of behaviour. A wide range of pastoral, wellbeing and academic interventions take place with students supported to overcome challenges and develop lifelong character traits.

Our culture and environment will empower each child to develop the attitudes and their characters to thrive, enabling them to be the best version of themselves.



Our learners will:

- Understand how their behaviours and attitudes impacts on theirs and other children's progress within a supportive, caring, and inclusive environment.
- Anticipate and experience being praised and rewarded as well as experience support and fair and effective sanctions when they fail.
- Grow through our Personal Development curriculum, modelling British Values, our 'Character Days' and our ethos of visible kindness.
- Understand their rights and responsibilities to themselves and others.
- Understand their roles within a cohesive, diverse community, celebrating our equalities and diversity.
- Prosper through understanding the needs and requirements of a healthy lifestyle.
- Be shaped for their future, their studies, their careers, and their lives as adults.

At Tile Cross Academy, we expect our students to be:

- On time, think smart and dress smart and be **Ready** to learn.
- **Respectful** of everyone in school; every child, every adult.
- **Responsible** for their learning and responsible for their actions.
- **Resilient** to the challenges that face them; in lessons and around school and as they grow through life.
- **Reflective**; understand what they do well, what they could do better and how they can all help each other grow and develop.

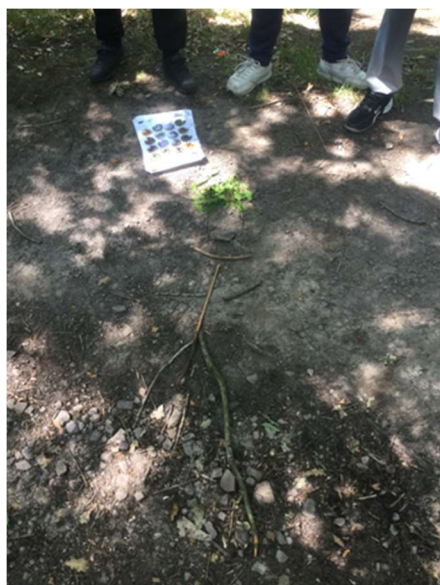


Inclusion Faculty

Inclusion at Tile Cross

Inclusion at Tile Cross Academy is embedded throughout the school's processes and practices. Our vision is that all pupils should feel valued and supported, whilst recognising that we are all equal in a 'Rights Respecting' ethos, where students' rights are 'learned, understood and lived'. We have a needs-based strategy, based on the SENCo and Inclusion department and the Language Development Leader having extensive knowledge of each child.

Pupils with additional needs have a 'Pupil Passport' or an 'EAL Profile', which supports class teachers with information and strategies to promote their academic progress, and social and emotional development. Our Inclusion team support pupils with SEND and EAL to develop and deepen both their subject knowledge and subject expertise through both interventions and classroom support. Pupils are also supported to develop their independence, collaboration, resilience. Subject teachers are given training and advice on Quality First teaching, so that they can scaffold learning appropriately and meet pupil needs.



The faculty team are based in the 'Inclusion Department', where all teaching and learning interventions take place. The team consists of the SENCo, Language Development Leader and Severn Teaching Assistants. We run 1:1 and small group interventions for the four broad areas of need.

Our team also lead on Lexia and the KS4 pathway for Asdan. Inclusion exists to support, celebrate and nurture our wonderfully diverse school community at Tile Cross Academy.





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Job Description – **HLTA – Level 4 Teaching Assistant**

Tile Cross Academy recognises that each young person is an individual and is committed to ensuring that no student feels that they are at a disadvantage to their peers. The aim of our Inclusion team is to equip each young person with skills and strategies to enable them to access, enjoy and succeed in school, allowing them to achieve their full potential in a mainstream education.

Responsible to: SENCO

Pay Grade: Grade 4

Accountabilities:

1. Job Purpose

- 1.1 To support teaching staff in the development and education of children
- 1.2 including the provision of specialist skills and knowledge at an advanced level across a range of disciplines
- 1.3 To support teaching staff in the development and education of children including taking management responsibilities for other teaching assistants.

2. Key Responsibilities

- 2.1 Advanced Practitioner- To undertake the duties of a teaching assistant level 4 and in addition undertake all or most of the following as agreed with teaching staff and with minimum supervision
- 2.2 Support for Pupils
 - 2.2.1 Use specialist skills to meet the intellectual, physical, social and emotional needs of pupils.
 - 2.2.2 Assess the needs of pupils and contribute to the development of Special Needs Plans.
 - 2.2.3 Dealing with the personal care needs of children where appropriate in line with the guidance of the local authority
- 2.3 Support for Teachers- Assist designated teacher(s) with the teacher's responsibilities for planning and teaching the agreed curriculum, and, at the teacher's direction, specifically to
 - 2.3.1 Implement and evaluate specific curriculum plans and activities prepared by the teacher to meet individual needs of pupils
 - 2.3.2 Contribute to curriculum planning
 - 2.3.3 Organise and manage learning sessions with specified groups of pupils
 - 2.3.4 Monitor and assess specified individuals and groups of pupils in accordance with the monitoring and assessment arrangements for the school
 - 2.3.5 Provide information and reports as required on the achievement and progress of pupils
 - 2.3.6 In an emergency, on a short-term basis, supervise the class until the teacher returns or alternative arrangements are made
 - 2.3.7 A HLTA can be expected to take up to 6 per week (or 60%) whole class specified work sessions. Specified work includes planning, delivery and assessment of a lesson. HLTAs will be under the direction of teachers. As HLTAs are working with whole classes more, it enables the teachers to use their higher-level pedagogical skills to work with individuals or groups of children who most need complex, high level strategies and quality of teaching.
 - 2.3.8 Work with parents to enhance pupils' learning and development including taking the lead role in home visits if required.
 - 2.3.9 Supervise and support the work of other teaching assistants in the class



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2.4 Support for the school

- 2.4.1 Lead for whole school in a designated specialist area and share expertise and skills with others
- 2.4.2 Contribute to the identification and planning of out of school learning activities to consolidate and extend work carried out in class.
- 2.4.3 Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
- 2.4.4 To ensure all tasks are carried out with due regard to Health and Safety

2.5 To adhere to the ethos of the school

- 2.5.1 To promote the agreed vision and aims of the school
- 2.5.2 To set an example of personal integrity and professionalism
- 2.5.3 Attendance at appropriate staff meetings and parents evenings

2.6 Any other duties as commensurate within the grade in order to ensure the smooth running of the school

3. **Duties and Responsibilities** –Management role. In addition to the duties normally expected of a teaching assistant, this role will encompass the day to day management of Teaching Assistants within the school.

- 3.1.1 Assist in the development and implementation of policies relating to Teaching Assistants
- 3.1.2 Manage the performance of both individuals and teams of staff including responsibility for staff development
- 3.1.3 Contribute to the process for the recruitment of Teaching Assistants
- 3.1.4 Undertake the deployment of staff in line with school requirements
- 3.1.5 Advise the management team on any issues affecting the Teaching Assistants
- 3.1.6 Manage the use of physical resources
- 3.1.7 Plan and implement organisational operations
- 3.1.8 Support Teaching Assistants students in school settings.

4. **Special Conditions**

- 4.1 None

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 line manager to undertake work of a similar level that is not specified in this job description

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. This job description is current at the date shown, but, in consultation with you, may be changed by the Head Teacher to reflect or anticipate changes in the job commensurate with the grade and job title.



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Person Specification – **HLTA – Level 4 Teaching Assistant**

ATTRIBUTES	ESSENTIAL	DESIRABLE	EVIDENCE
Education/Qualifications <i>(NB full regard must be paid to overseas qualifications)</i>	<ul style="list-style-type: none"> Minimum of a Level 3 for Teaching Assistants or equivalent. 	HLTA status AET training levels 1 and 2.	Application Form & Certificates
Experience <i>(Relevant work and other experience)</i>	<ul style="list-style-type: none"> Experience of supporting children in a classroom environment, including those with special educational needs. Experience of using Information Technology to support students in the classroom. 	Experience of leading a team. Experience of developing and delivering individualised programmes of work. Experience in playing a role in the EHCP Annual Review Process.	Application or Interview
Skills and Abilities <i>(eg written communication skills, dealing with the public)</i>	<ul style="list-style-type: none"> A good standard of education particularly in English and mathematics. Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment. Knowledge of the SEN Code of Practice. Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development range of the students. Ability to provide classroom cover – with agreed parameters – in the absence of the class teacher. Ability to consistently and effectively implement agreed behaviour management strategies. Ability to use language and other communication skills that students can understand and relate to. Ability to establish positive relationships with students and empathise with their needs. Ability to demonstrate active listening skills. Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to students' needs, encouraging the students to stay on task. Ability to monitor the students' response to the learning activities and, where appropriate, modify and adapt the activities flexibly. Ability to carry out and report on systemic observations of students' knowledge, understanding and skills. 		Application or Interview



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	<ul style="list-style-type: none"> • Ability to implement and monitor the recording of lessons and assessment • Ability to offer constructive feedback to students to reinforce self-esteem. • Ability to work effectively and supportively as a member of the school team. • Ability to work within and apply all school policies, e.g. Behaviour Management, Child Protection, Health and Safety, Equal Opportunities. • Ability to manage a team and maintain high expectations of all students and staff that are worked with. • Ability to sensitively advise teaching staff on good practice around SEND. • Ability to adapt and show initiative in changing situations. 		
Training	<ul style="list-style-type: none"> • Willingness to participate in further training and developmental opportunities offered by the school and county, to further knowledge. 		Application or Interview
Other	<ul style="list-style-type: none"> • Willingness to maintain confidentiality on all school matters. 		Application or Interview

We are part of Washwood Heath Multi Academy Trust, welcoming students from 11 years old to 16 years old, providing a standard of academic excellence for secondary and education. We are very proud of the positive learning experience offered to our students and the support available to ensure they achieve their full potential.

We:

- offer an excellent induction programme within a friendly and supportive environment
- offer a whole range of opportunities to further develop colleagues' teaching skills and leadership potential, including a Supportive NQT Induction Process & Policy, Career Pledge for Teachers to support at each stage of career, paid opportunities to upskill via apprenticeship levy (right up to masters level).
- are creative and innovative in our approach to all aspects of school life
- have motivated, vibrant, multi-ethnic students and staff
- have a strong family ethos where individuals are respected and valued
- are part of the WHA Trust that provides numerous professional development opportunities

This post is suitable for a Level 3 TA currently looking to take on the challenge of a HLTA Role.

Informal conversations are warmly welcomed. Please contact **Amy Miler – PA to the Headteacher at amilner@tilecross.academy**

Application Packs are also available to download from our website on www.tilecross.academy

Tile Cross Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants