



Transforming Lives

EDUCATIONAL TRUST

Teaching Assistant (TA2)

**Recruitment Pack September/October
2022**

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About Transforming Lives Educational Trust

Our History

The Transforming Lives Educational Trust (TLET) was established in October 2016 and is a Charitable Trust and Company Limited by Guarantee. TLET grew out of a partnership between a high performing secondary school and primary school in Rugby, Warwickshire. The desire to work together arose from continuing population growth in the local community, our belief that we can shape and influence practice wider than our current schools, and the desire to provide the community with more high-quality school places. The Trust is set to grow over the coming years and currently comprises of two secondary-phase academies, Ashlawn School and Houlton School, and two primary-phase academies, Henry Hinde Infant School and Henry Hinde Junior School. Currently we are responsible for approximately 2400 children and young people and, along with the Trust's Central team, 350 employees and £13m of public money annually.

Our Vision

We believe in the transformative power of learning and its singular ability to broaden horizons, deepen perspectives and extend potential.

Our family of academies will be recognised as the most forward-thinking and innovative organisations within the communities they serve, providing a springboard for our children, young people and staff so that they become exemplary citizens who strive to stretch their potential and become transformers in a diverse and ever-changing world.

Our Strapline

Transforming tomorrow, today.

Our Standards

One team, one goal

- ◆ We are totally united and committed to improve life chances.

Best daily deal, everyday

- ◆ We have the highest expectations for all, in all, from all, always.

No excuses

- ◆ We see it, own it, sort it.

Community First

- ◆ If it's important to you, it's important to us – we care.

Our Values

Tend the team – *listening to, sharing with, and learning from others so that we nurture the potential of all (loyalty)*

Reach for excellence – *only comparing ourselves to the best – seeking to match and then surpass it (excellence)*

Utalise innovation – *seeking forefront thinking and creativity, and leading the change (courage)*

Seize success – *holding onto our vision and building on our achievements (tenacity)*

Thank as you go – *recognising the contribution of others to the Trust's successes (kindness)*

Our Academies



Our Team

Without exception, everyone is deeply committed to the very highest outcomes, regardless of their role, recognising the strength of collective contribution and effort.

Leaders

Academy leaders, driven by exceptional Principals, focus relentlessly on pupils and their outcomes, with everything else as peripheral. They are restless in their leadership, seeking ever better ways to improve in a culture of success. They do what it takes to make the difference.

Central team leaders, motivated by an inspiring Executive, lead high performing teams who add value to our academies by providing the environment in which others thrive. They unburden academy leaders, enabling them to keep the main thing, the main thing – pupil outcomes.

Governance, for our academies and for the Trust, is robust, rigorous and proportionate, providing professional support and challenge so that leaders strive to the limit of what is possible with a sharp focus on outcomes and excellence.

Our leaders never allow the urgent to distract them from the important, navigating a clear route to long-term success.

Teachers

Our teachers are highly effective in the classroom, both in the uncompromising quality of their teaching and in the perceptive and individualised attention they give to pupils. They are passionate about the subjects they teach and dedicated to the children in their care. Our teachers are carefully recruited and expertly supported to make sure they, like our pupils, are always at the top of their game.

Support Staff

Our support staff are the backbone of our organisation and are specialists in their areas of responsibility. Like our teachers, they are well-trained and highly effective at ensuring the smooth operation of our Trust day in, day out.

Our Aims

1. Our children achieve more, and make better progress, by attending a TLET academy than would otherwise be expected.
2. Others hold our academies, and the Trust, in the highest regard.
3. Our accommodation and premises are safe, well maintained and with facilities that are constantly improving.
4. Infrastructure and management systems are effective and cohesive, underpinned by sound financial management.
5. Our Trust operates at least seven academies, with due regard to growing responsibly, sustainably and with a mix of primary and secondary phased academies.
6. The welfare of our children and staff is promoted effectively in a safe environment where they are protected from harm.

Why Work for TLET?

At TLET, we want to be an employer of choice for our employees.

We believe that the children and young people in our care deserve the very best staff who are highly effective at what they do. We want our employees to take great pride and satisfaction in their work. This means that one of our fundamental priorities is to ensure that all of our employees feel valued, knowing that the role they fulfil is vital to transforming the life chances of others. Put

simply, we are loyal to our employees and receive their loyalty in return.

Comprehensive Induction

When joining TLET, you will have access to a detailed induction programme which is designed to ensure you feel confident in your new role from your first day with us. This is led by our HR team in partnership with your line manager and focuses on our culture, safeguarding, site orientation, key people and TLET expectations, among other things. We know the importance of a great start for our children and young people when they join one of our academies, so we place just as much importance on the way new employees transition into TLET.

Tailored Training

We believe in giving our children and young people the best daily deal. To this end, all of our employees have access to individualised performance development programmes and tailored training to ensure we are all restless in our pursuit of excellence. We work with respected training providers such as ECM Consultants, Challenge Partners and our own TLET Education Improvement Service, harnessing a blended training platform of virtual and face-to-face sessions.

Tending the Team

At TLET, we recognize that working in schools is extremely rewarding, but we haven't lost sight of the fact that it is often challenging and burdensome. All our employees have access to our TLET wellbeing offer to promote your mental and emotional wellness. This centres around a suite of staff provision such as bitesize online wellbeing training to help maintain work-life balance, free access to professional counselling and even shopping vouchers! In short, we take care to care.

TLET Central Team

As an employee at TLET, you will benefit from our extensive and expert Central Team who are based in Rugby making them highly accessible and responsive. The Central Team deliver leadership, finance, estates, business operations, SEND, HR and IT expertise to our academies with the intention of making it easier for others to do their job. Our Central Team work in partnership with our academy leaders to ensure that support is tailored to the needs of each academy.

Furthermore, we follow the School Teachers' Pay and Conditions Document, the National Joint Council guidelines and recognize continuity of service for all employees joining TLET to ensure that our employees are looked after well compared with others in different settings.

About the Role

Thank you for your interest in the position of Teaching Assistant (TA2) at Houlton School. This pack has been designed to help you should you choose to submit an application to us, which we sincerely hope you do. The pack aims to answer all of your initial questions, but if not, please do not hesitate to contact us. It is extremely important to us that you feel comfortable and confident to proceed with your application as we aim to make the very best appointment possible.

So, who are we looking for?

This is an exciting opportunity to join us in our inaugural year at Houlton School which welcomed our first Year 7 students in September 2021, with 6 forms of entry. Our school will serve our local community - a new housing community of 6,200 homes to be built over the next 15 years; we will be the only secondary school on the development and will set the standard for delivering excellence in education as well as providing a valuable community resource via our facilities. Our Teaching Assistant role will provide support for us with formulating and realising our ambitious strategic vision for a world-class education; together, we will take over custodianship of Houlton's heritage as a global hub for communication, the arts and world-class engineering. Your specific remit will be to work closely with the Head of Faculty for Inclusion in supporting our pupils with additional needs. You will be working to support pupils to make good progress and show positive behaviour for learning both in class and in 1:1 or small group interventions.

We are in the fortunate position to be able to work with our Trust's outstanding secondary academy, Ashlawn School during our opening year. We have available to us all of Ashlawn's resources, but also enjoy the freedom to develop our own ways of working as quickly as is practical so that we can be certain our pastoral provision reflects our own school's vision and ethos. You will be a positive and proactive individual with experience in working with young people. You will be a **flexible** team player, who responds well to the unique challenges and quickly changing environment of a brand new free school. Experience of working in a secondary environment and or working with children with additional needs would be an advantage. You will be a strong role model who rolls up their sleeves and gets stuck in with day-to-day operations. You actively seek out ways of improving your own performance and that of others, in order to ensure our pupils and the wider organisation are highly efficient, effective and sustainable. At your core is a strong moral purpose to provide the best deal for all stakeholders, but especially for the children and young people whom we serve.

Whether you are currently working in a school or are looking to move into the education sector, we are looking forward to reading your application.

What next?

We want to hear from you if you are as excited as we are about this fresh opportunity within our successful and growing Trust. In return, we can offer the right candidate the chance to work within our innovative and forward-thinking Trust as well as offering excellent professional development and progression.

We encourage you to consider the information in this pack carefully and use it to picture yourself within the role at Houlton School. Should you wish to discuss any element of the pack in more detail, please don't hesitate to contact us. We look forward to receiving your application.

How to Visit & Apply

Please read the information in this pack. If you are interested in this job opportunity, please apply by downloading the application form from our website [website \(www.tlet.org.uk\)](http://www.tlet.org.uk). Completed application forms should be emailed to careers@tlet.org.uk or posted to:

HR Department (Careers)
c/o Houlton School
Signal Drive
Houlton
Rugby
Warwickshire
CV23 1ED

If you have any questions about the role or would like to visit Transforming Lives Educational Trust or one of our Academies, please don't hesitate to contact us by emailing careers@tlet.org.uk or selecting option 1 on our telephone menu – 01788 593900.

If you decide to apply you should include a supporting statement with your application form (either in the application or as a covering letter) on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to the Trust.

Please do not send a general letter; we are really looking for someone who is prepared to respond to us as an individual Trust. You can be sure that we will take time and care in reading your letter; we appreciate how much time and energy goes into writing it.

Recruitment Timeline*	
Week commencing 26 September	Position advertised
Friday 21 st October	Closing date for applications (9am)
Friday 21 st October	Final Shortlisting and contact with candidates References will be requested at this stage
TBC	Final Panel Process

**Timeline may be subject to change*



Job Description

Location:	Houlton School
Job Title:	Teaching Assistant (TA2)
Salary:	NJC Salary Range 6 (£20,092-21,748 pro rata) Term Time only + 5 days
Contract:	Permanent
Start date:	As soon as possible
Responsible to:	Head of Faculty: Inclusion
Responsible for:	<ul style="list-style-type: none"> ▪ Supervising and supporting the teaching activities of individuals or groups of pupils to ensure their safety and facilitate in their physical and emotional development. ▪ Using appropriate skills to undertake those activities necessary to meet the physical and emotional needs of individuals and groups of pupils, including those pupils with special educational, physical or emotional needs. ▪ Monitoring the progress of individual pupils and groups of pupils, their achievements, problems, condition and development needs, reporting to the responsible teacher as appropriate. ▪ Using appropriate skills when actively engaged in pre-determined educational activities and work programmes to encourage the intellectual and social development of pupils. ▪ Assisting the teacher in the development and implementation of Individual Education/Behaviour Plans and Personal Care Programmes for individuals and groups of pupils.
Key relationships:	Pupils with SEND needs and staff
Job purpose:	To support pupils with SEND to make progress

MAIN ROLE AND RESPONSIBILITIES:

- Assist the teacher with the planning of learning activities in the classroom, preparing or modifying work for individuals or groups of pupils as directed.
- Use strategies in liaison with the teacher, to support pupils to achieve learning goals.
- Establish constructive relationships with pupils providing feedback to them in relation to progress and achievement as directed.
- Prepare and maintain equipment and teaching resources for lessons and activities including the control of stock within the classroom.
- Undertake supervision and discipline of pupils within the procedures of the school, providing detailed and regular feedback as appropriate.
- Promote pupil independence in learning, social and mobility skills, reinforcing the pupil's self-esteem through praise and encouragement, setting challenging and demanding expectations and promote self-esteem and independence.
- Ensure that pupils are able to safely use equipment and materials provided.
- Provide support for local and national learning strategies e.g. Literacy, Numeracy.
- Assist with the implementation of programmes designed by other professionals such as educational psychologists and speech and language therapists.
- Assist the teacher in liaising with other professional staff and reporting information from/to parents/carers, contributing to meetings to discuss a specific child's progress as appropriate.
- Assist the teacher with the administration of tests.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare/clear classroom as directed before and after lessons, including the preparation of visual aids, and the display and presentation of pupil's work.
- Provide support to the classroom teacher by undertaking photocopying, filing and recording.
- Assist at an appropriate level, and within the school's protocols, with the provision of general care and welfare of pupils.
- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Support and contribute to the overall ethos and values of the school.

- Assist with the supervision of pupils outside of lesson times, including before and after school and during lunchtime.
- Assist with group activities within and away from the classroom/school, such as PE, cocurricular activities and educational visits.
- Participate in personal and professional development activities to meet the changing demands of the job, and encourage and support other staff in their development and training.
- Attend and participate in relevant meetings as required.
- Assist the teacher in supporting volunteers or helpers in the classroom.
- Any other duties and responsibilities within the range of the salary grade.

This job description sets out the duties and responsibilities of the post at the time it was drawn up.

Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all children and young people.

Job Title:	Teaching Assistant (TA2)
Reports to:	Head of Faculty: Inclusion

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all staff, children and young people and to be committed to promoting diversity and inclusion.

SPECIFICATION	ESSENTIAL	DESIRABLE
Qualifications/ Training	Minimum GCSE (or equivalent) grade 4 in English and Maths.	Further relevant qualifications, e.g. A Levels, Bachelors level qualification, DSL Training, First Aid / Mental Health First Aid Training.
Experience	Demonstrable enthusiasm for working with young people and as part of a team. Experience of supporting children / young people.	Experience of safeguarding protocols. Experience in a secondary school setting. Experience of SEND and / or pupils with attachment disorder or social and emotional difficulties.
Knowledge/Skills (Ability to)	Able to communicate with a variety of stakeholders (e.g. pupils, colleagues, parents, external agencies). Able to work collaboratively with others. Able to use IT to support both the organisation and the department.	Experience of managing challenging behaviour. Experience at supporting pupils

	<p>Able to work as part of, and contribute to, a whole school, multi-disciplinary team.</p>	<p>with literacy / numeracy. Understanding of relevant codes of practice and legislation.</p> <p>Understanding of child development and learning.</p> <p>Training in relevant learning strategies.</p>
<p>Personal Qualities</p>	<p>Able to demonstrate the appropriate motivation to work with young people.</p> <p>Able to form appropriate relationships with young people and staff.</p> <p>Able to maintain exemplary levels of adherence to safeguarding expectations.</p> <p>Appropriate attitudes to the use of authority and maintaining discipline.</p> <p>Able to demonstrate initiative and work constructively as part of a team.</p> <p>Ability to self-evaluate learning needs.</p> <p>Able to manage the behaviour of pupils.</p> <p>Able to motivate and inspire young learners.</p> <p>Flexible approach.</p> <p>Good communication skills.</p> <p>Self-motivated, hardworking, able to use initiative and requiring minimal guidance and supervision. Demonstrates tact, discretion and confidentiality.</p>	

All posts within TLET are subject to pre-employment and vetting checks, including reference checking and enhanced disclosures checks with the Disclosure and Barring Service (DBS).

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