



 **BOURNVILLE**
SCHOOL

HIGHER LEVEL TEACHING ASSISTANT - SECONDARY SEND EAL/PROGRESS GROUP

Candidate Information Pack



PART OF THE FAIRFAX MULTI-ACADEMY TRUST

 **FAIRFAX**
MULTI-ACADEMY TRUST

WELCOME - *CEO of the Trust and the Head of Academy*

Dear Candidate

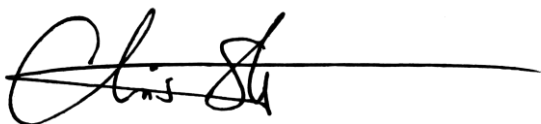
Firstly, thank you for considering joining one of the Academies within the Fairfax Multi-Academy Trust (FMAT).

Fairfax Multi-Academy Trust was established in 2014 and is grounded in the values, established over 60 years ago, of the founding MAT School – Fairfax.

I joined Fairfax in 2007, and like you, had a choice about where to work. I came to Fairfax because I believed in its values: tradition; excellence; ambition; dedication; integrity. Gordon Philpott, the founding Head Teacher of Fairfax, was passionate about social mobility. He believed that all of his pupils, many of whom would be considered disadvantaged today, deserved nothing less than excellence. I knew there was no better school to join if I wanted to make a difference. It is the very same inspiration that continues to drive our teachers, leaders, governors and support staff across the Trust today. We are looking for individuals who share our drive and ambition to make a difference to the lives of our pupils.

I do hope you find this pack informative, and I look forward to hearing from the Head of Academy about your application. You will be joining an organisation that can offer you many opportunities to progress and make a difference!

Yours sincerely

A handwritten signature in black ink, appearing to read 'Chris Stevens', followed by a long horizontal line extending to the right.

Mr. Chris Stevens
Interim CEO | Fairfax Multi-Academy Trust

WELCOME - *Head of Academy*

Dear Candidate,



Thank you for your interest in Bournville All Through School. Bournville is a traditional school with a rich history rooted in the community it serves and has an ambition to become one of the leading schools in the West Midlands, indeed the country.

We are an inclusive school where everyone works together to be the very best they can be. The school is a tolerant community that welcomes all and celebrates diversity.

Our ethos is simple. We expect a lot of our students – we expect them to work very hard to fulfil their potential and reach the highest standards through high quality teaching and caring support. We aim to keep them safe and happy so that they discover and learn new things, and achieve whilst at school. We do all we can to prepare them for the next steps in their education and future quality employment, equipping them to be able to lead a fulfilling and successful life. We aim to provide an outstanding platform for them to be the best they can be.

Our standards are high. We expect all students to wear our full uniform, attend well, behave appropriately and support each other. We expect them to give their best effort and believe that there is dignity in hard work. This is reflected in our school motto, "Everyone. Every Lesson. Every Day."

Our primary provision opened in September 2016 creating the first all through school in South Birmingham. As an all through school we are uniquely placed to offer many benefits to our students. Primary children will be able to access the sort of specialist teaching rarely available in a traditional primary school. They will benefit facilities such as IT, Music, Drama and Modern Foreign Languages. When it comes to transition they will have an established group of friends and be well known to us, their needs will be met and understood enabling them to move into the secondary phase feeling happy and appropriately supported.

We look forward to welcoming you into our family.

Yours sincerely

A handwritten signature in black ink that reads "J Cottle".

Mrs J Cottle
Head of Academy

CONTEXT - *Our shared mission and values*

Our mission and values are clear, consistent and simple to understand. We aim to develop articulate, resilient and ambitious students, regardless of background, with the knowledge, skills and attitudes to excel in modern Britain.

Excellence

We strive for the highest quality to ensure excellent outcomes.

Dedication

We believe there is dignity in hard work and effort.

Ambition

We want the very best for all our students.

Integrity

We believe in openness and transparency.

Tradition

We believe in old fashioned manners, courtesy and respect.

CONTEXT - *Our academy*

Bournville is a school with a proud history and distinct tradition. Before Bournville became a comprehensive school in the 1970s it was previously two sibling grammar schools: Bournville Girls Grammar School and Bournville Grammar-Technical School For Boys, previously known as Bournville Boys Technical School. The technical school for boys, the city's first technical school, opened in October 1955. The pioneering technical school later combined with the girls' grammar school on the same site. The boys' school was organised along 'Public School' lines with four houses—Belmont, Griffin, Manor and Woodlands.

There have been a number of changes at Bournville in the intervening years; we became an all through school in September 2016 and said goodbye to our last cohort of sixth form students in July 2017. However, we stay true to our traditions and roots at Bournville –our students wear their blazers and ties with pride. Our three houses, Boulton, Tolkien and Cadbury were named by our pupils who are keen to acknowledge the contributions of their Birmingham forefathers whose literary, engineering and philanthropic legacies are still much in evidence today.

We have a proud musical and sporting history and we are unashamedly ambitious for all our students. Every child that passes through the Bournville gates is a 'Griffinian', following in the footsteps of thousands of 'Old Griffinians' who have walked our schools corridors and succeeded in our classrooms. The Griffin is the symbol of our school and a unifying force in binding us all along our shared mission and values.

Challenges the Academy faces

As evidenced in our recent Ofsted report, Bournville School is rapidly improving and our reputation within the local community is growing. The challenges we face as an academy this year are ensuring that our most able pupils make the progress they are capable of and continuing to narrow the gap for pupil premium students along with improving the attendance of our pupil premium youngsters. Students studying vocational courses progress well.

The person appointed will play an active part in all aspects of the developmental culture of the SEND faculty. Colleagues are actively encouraged to build on personal interests and expertise in order to enrich both the curricular and extra-curricular life of our students. Considerable time is also devoted to sharing good practice and developing CPD opportunities for all members of the faculty.

Applicants should be enthusiastic, conscientious team-players who are dedicated in supporting SEND pupils and want to share this with pupils and colleagues. This post offers an outstanding opportunity to be part of an experienced and dedicated faculty who supports the learning of pupils.

Progress Group

The Progress Group has been established for five years and it successfully supports Year 7 and 8 pupils who have been identified through formal assessments such as an EHCP or medical professionals as having mild learning difficulties and have low levels upon entry to Bournville. Some pupils who are included in this intervention may also have been identified by primary schools due to having significant gaps in their learning and have had interventions previously.

The Progress Group is taught in a primary based learning environment that uses interventions such as Fresh Start and Numicon in order to narrow the gaps as well as delivering the curriculum of Mathematics and English using differentiated approaches.

Progress Group pupils are assessed using the Literacy Continuum, Fresh Start Phonics and Accelerated Reader assessments as well as sitting end of year tests to show the progress of their learning.

June 2018



Job Description & Person Specification



This is a new post and as such will be subject to regular review

POST HOLDER

DEPARTMENT DSL

RESPONSIBLE TO Assistant Head Teacher (SEND)

LINE MANAGEMENT OF N/A

WORKING HOURS 32.5 hours a week

SALARY FTE Salary FMAT S01 – £26,470 - £28,221 per annum
Actual salary £20,333.53 - £21,678.60 per annum

HOLIDAY ENTITLEMENT Term Time (A paid entitlement 25 days' annual leave and eight statutory holidays are included in the salary)

JOB PURPOSE

- a) To develop and educate children including the provision of specialist skills and knowledge at an advanced level across a range of disciplines.
- b) To deliver Maths and English to the Progress Group and support EAL pupils

MAJOR DUTIES AND REQUIREMENTS SPECIFIC TO THIS POST

Duties and responsibilities

To undertake the duties of a teaching assistant level 3 and in addition undertake all or most of the following as agreed with teaching staff and with minimum supervision

Support for Pupils

- Use specialist skills to meet the intellectual, physical, social and emotional needs of pupils.
- Assess the needs of pupils and contribute to the development of Individual Education Plans.
- Dealing with the personal care needs of children where appropriate in line with the guidance of the local authority

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

- Implement and evaluate specific curriculum plans and activities prepared by the teacher to meet individual needs of pupils
- Take a lead in teaching and learning intervention strategies for SEND, EAL/Progress Groups
- Delivering interventions for Progress Groups
- Contribute to curriculum planning
- Organise and manage learning sessions with specified groups of pupils
- Monitor and assess specified individuals and groups of pupils in accordance with the monitoring and assessment arrangements for the school
- Provide information and reports as required on the achievement and progress of pupils

- Work with parents to enhance pupils' learning and development including taking the lead role in EAL provision
- Any other duties as commensurate within the grade in order to ensure the smooth running of the school

GENERAL

1. Promote and safeguard the welfare of students you come into contact with.
2. Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
3. Be aware of and adhere to all Trust and Academy level policies and procedures and comply with their contents; raising any concerns in a timely manner.
4. Be aware of, support and ensure equal opportunities for all.
5. Contribute to the overall ethos/work/aims of the Trust.
6. Appreciate and support the role of other professionals.
7. Attend and participate in relevant meetings as required.
8. Participate in training, other learning activities and performance development as required.
9. Engage actively in the performance review process.
10. Perform any other such duties as the Head of Academy may from time to time determine.

I have read and accepted this job description:

NAME: _____

Signed: _____

Dated: _____

PERSON SPECIFICATION

Job Title: Higher Level Teaching Assistant (HLTA)

Grade: FMAT Scale S01

Attributes	Essential	Desirable
Education and qualifications	<ul style="list-style-type: none"> • Minimum of 2 years' experience as a teaching assistant, within the last 5 years • NVQ Level 3 related qualification (or equivalent) • Good numeracy and literacy skills, to GCSE Grade C minimum or equivalent • HLTA status 	<ul style="list-style-type: none"> • EAL/ASD Training
Experience	<ul style="list-style-type: none"> • Experience of working and supporting children with SEND • Good understanding of school policies and procedures relating to health and safety, behaviour, attendance, equal opportunities and child protection. • Good understanding of child development and learning. • Delivering EAL programmes 	
Skills and abilities	<ul style="list-style-type: none"> • Understanding of strategies for teaching and learning • Understanding of the national curriculum • Knowledge of how ICT is used to support pupils' learning and ability to use ICT effectively in a classroom setting • Ability to undertake a range of teaching activities with confidence, working effectively with individual pupils, groups of pupils and whole classes • Ability to contribute to planning and preparation of lessons and teaching materials • Ability to contribute to assessment and monitoring of pupil progress • Good communication and interpersonal skills • Good organisational and time management skills • Ability to work collaboratively with teachers and others • Ability to supervise others effectively, as required 	

	<ul style="list-style-type: none"> • Ability to take responsibility and work with autonomy within set boundaries 	
Other	<ul style="list-style-type: none"> • Ability to relate to and promote the ethos of the school • Excellent attendance and punctuality 	
Training	<ul style="list-style-type: none"> • Willing to undertake job related training 	
Safeguarding	<ul style="list-style-type: none"> • Bournville 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 	