



# Phase 1 (Primary) Higher Level Teaching Assistant



Dear Candidate,

Thank you for your enquiry regarding the position of **Higher Level Teaching Assistant Phase 1** at Oasis Academy Hadley. We are part of Oasis Community Learning which runs over 40 academies across the UK.

I hope you find the information pack helpful. If you would like to know more about us before you apply please see our website [www.oasisacademyhadley.org](http://www.oasisacademyhadley.org). We welcome visits to the Academy. For an informal, confidential discussion, or to arrange a visit please contact our HR Manager, Peri Mehmet, on 020 8804 6946 ext 73012 or [hr@oasishadley.org](mailto:hr@oasishadley.org)

If you would like to apply, please complete the Application Form (CVs are not accepted) and return it by either of the following ways:

Email: [hr@oasishadley.org](mailto:hr@oasishadley.org)

Post: Peri Mehmet  
Oasis Academy Hadley  
143 South Street  
Enfield  
EN3 4PX

The closing deadline for applications is no later than **8am on Monday 26<sup>th</sup> June 2017**. Applications will be reviewed on an ongoing basis so early applications are encouraged.

Please ensure you provide the name, address and status of two referees, one of whom should be your current Line Manager. Candidates should be aware we will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview.

Interviews will be on **Friday 30th June 2017**. If you have not been invited to attend by **Thursday 29th June**, you should assume that your application has not been successful. Unfortunately, we will not be able to provide feedback on your application at this stage.

I wish you well and thank you once again for your interest in what we think will be a rewarding post.

Yours sincerely,



Lynne Dawes  
Principal

# About Oasis Academy Hadley

Oasis Academy Hadley opened in September 2009 and in January 2013 moved to our new, state of the art building, on South Street, Ponders End, EN3 4PX, a two minute walk from Ponders End train station.

The Academy has been very successful since it opened. In June 2016 Ofsted confirmed that the Academy continues to be good in all areas.

*'The Hadley Way is ensuring that pupils' lives are transformed'*

*'In all phases rates of progress for pupils are at least good'*

*'The ambition and culture of high expectations have been sustained since the last inspection'*

*'Good quality care pervades all aspects of the school's life and work'*

The popularity of the Academy has increased year on year and we are now the school of choice for our local families and we are over-subscribed in many year groups. The Sixth Form is the first choice for Year 11 students and has become increasingly popular with external students from local schools.

The percentage of students achieving the best grades at both GCSE and A Level has risen significantly over the years. Last summer 60% of students achieved A\*- C grades in the Basics English and maths GCSE in line with national average from starting points that are well below national average. Consequently, students making good and outstanding progress. We have been successful in narrowing the gap with disadvantaged students making significantly better rates of progress than other students. At A level our pass rate is in line with the national average and our ALPS rating is good. Over 94% of our students have progressed to university including 47% Russell Group universities following a wide range of courses including from English, politics to engineering, psychology and law.

We began Phase 1, our primary section, in September 2010, admitting 60 Reception age children. These children have moved into Year 6 and we have our first KS2 SATs results this summer. Students make very good progress across Phase 1. Our Year 1 Phonics test results and KS1 SATS results this summer were line with national averages. The Nursery opened when we moved to our new site in January and is very popular. In July 2013 we were asked to be part of the 2 year olds pilot scheme by Department for Education and we now have a very successful 2-year-old Nursery. We will be offering full time day-care for 3 year olds from September. Our admissions arrangements give staff have priority for places in our nurseries and school.

The all-through Academy brings huge benefits to students, their families and to staff in terms of curriculum continuity and progression, parental involvement in their children's learning and professional development opportunities.



The Academy mainly serves ethnically and economically diverse local communities of Ponders End, in North Eastern Enfield. A number of students travel from Enfield Lock, Edmonton and Haringey to the Academy. 90% of students come from 30 most deprived areas in the country. High numbers (60%) receive pupil premium. There is a high proportion of students with English as an additional language (69%) with over 60 languages spoken. Turkish, Black Caribbean, Somali and White British are our biggest ethnic groups. Despite the challenges many of our students face in their day to day lives our students are ambitious and work hard, seeing education as the key to a successful future.

Oasis was established in 1985 and has grown into a group of charities working to deliver housing, training, youth work, health care, family support and primary, secondary and higher education. In the UK Oasis employs over 4000 staff as well as working with over 1000 volunteers. Oasis work in ten other countries around Europe, Africa, Asia and North America. Our academy is twinned with projects in Uganda and Kyrgyzstan.

Oasis Community Learning is an education trust established in 2004 with the express purpose of transforming lives and communities through the development of Oasis Academies. There are over 40 academies each with their own character and identity and as one organisation are committed to share effective practice across the group. As a leading academy sponsor Oasis is a growing organisation which is committed to improving the life chances of children, young people and the communities they live in.

The Oasis Hub Hadley supports the work of the Academy providing integrated, high quality services that benefit the whole person and the whole community. This is achieved by bringing together the Oasis ethos and values, local and national resources and expertise, and working together in and with local partners. Hadley Hub's work includes youth work, family support services, holiday activities, volunteering, community engagement, lettings as well as the Academy. In addition to the main Academy site Oasis rents a shop on South Street to provide an additional facility to work with the local community.

The Academy operates a totally inclusive admissions policy, accepting students irrespective of faith or ability. Our goal is to create an environment where students 'want' to learn rather than 'have' to learn.





## About Oasis Community Learning

Oasis Community Learning was set up in 2004 with the express purpose of transforming learning, lives and communities through the development of the Oasis Academies.

The vision of Oasis Academies is to create both outstanding schools and community hubs. As well as delivering first-class and innovative education, Oasis builds 'Hubs' in the area it works in; creating safe and inspiring local neighbourhoods that provide integrated and diverse services to benefit the whole person and the whole community.

Oasis Community Learning seek to create and sustain networks of excellent learning communities working in the context of the Oasis Ethos where every student can reach their full potential. Oasis believes this can be achieved through clear leadership, outstanding staff, a positive and affirming environment, strong partnership between students, parents/carers and the local community, along with the wider national and international links the Oasis' global operations create.

Our ethos is an expression of our character- it is a statement of who we are and therefore a lens through which we assess all we do. The work of Oasis Community Learning is motivated and inspired by the life, message and example of Christ. This is encapsulated by the following five statements:

- a passion to include everyone
- a desire to treat everyone equally, respecting differences
- a commitment to healthy and open relationships
- a deep sense of hope that things can change and be transformed
- a sense of perseverance to keep going for the long haul

The full Education Charter explains how our ethos impacts in Oasis Academies and can be found on [www.oasiscommunitylearning.org](http://www.oasiscommunitylearning.org)

At Oasis Academy Hadley we interpret the Oasis Ethos through the Hadley Way.

## The Hadley Way

**ASPIRE:** We will have the highest expectations of ourselves and others for both learning and behaviour.

**ACHIEVE:** We will be the best we can

**CARE:** We will consider others and make positive contributions to the Academy, local and global communities in which we live

**ENDEAVOUR:** We will be resilient, enjoy a challenge and not give up easily.



# About Phase 1 at Oasis Academy Hadley

## About Phase 1 at Oasis Academy Hadley

Phase 1, our primary section, is situated in the south wing of the building. It benefits from large, airy, well-resourced classrooms that are a pleasure to teach in. In Early Years and Year 1 all classrooms open out on to a purpose built outdoor space. Year 2 and Key Stage 2 are situated on the first and second floor and have additional break out spaces to support individual and group work. Phase 1 students also use specialist facilities in Phase 2, the secondary phase.

The 2 Year Old Nursery has a team of four adults and the teacher in the 3 Year Old Nursery is supported by 2 teaching assistants. In Early Years and Year 1 all class teachers are supported by a teaching assistant. Key Stage 2 are supported by team of 5 teaching assistants.

Across the Academy we want our children to want to love learning and we deliver a curriculum which engages them. English and Mathematics are the building blocks of education and we ensure all children make rapid progress in these so they can achieve their best across the curriculum. A child-focused curriculum has been developed across Early Years and Key Stage 1 and 2 to meet the Early Years Framework and the National Curriculum. We constantly review and look at best practice to develop our curriculum and we have been accepted to deliver Maths Mastery in Phase 1 including Reception from September. This programme already runs successfully in Phase 2. IT resources are used to bring learning to life through interactive whiteboard, laptops and iPads where appropriate.

The Academy has a strong inclusion facility that is built on early intervention, we promote an age not stage approach to learning throughout the academy.

### Higher Level Teaching Assistants in Phase1

Higher Level Teaching Assistants in Phase 1 are used across the phase to support teachers and other support staff. They have additional responsibilities within their role which range from leading and managing wrap around care services to mentoring apprentices. Higher Level Teaching Assistants lead lessons in both maths and English and are called to cover class in the absence of a teacher.



# Job Description

## **POST:**

Higher Level Teaching Assistant

## **ACCOUNTABLE TO:**

The Principal, under the day-to-day management and leadership of Deputy Principal Phase 1

## **GRADE:**

Scale 5, 22-25 (Outer London)

## **KEY RELATIONSHIPS:**

Academy Leadership Team; relevant teaching and support staff; Oasis Community Learning; LA representatives; partner professionals; parents; local community; other Oasis Academies.

## **LOCATION:**

Oasis Academy Hadley

## **WORKING PATTERN:**

37 hours per week x 52 weeks

## **JOB PURPOSE:**

To provide higher level assistance to students with additional needs supporting the work of teachers and other support staff and to provide cover for absent teachers.

## **RESPONSIBILITIES:**

1. To contribute to the provision for students within a Faculty or Phase
2. To contribute to the raising of the achievement of Additional Educational Needs (AEN) students and support them in making expected or better progress
3. To provide cover for absent teachers.
4. To promote and safeguard the welfare of children you come into contact with.

## **OUTCOMES:**

### **1. Strategic Development and Academy Development**

- Responsible, as a member of staff, for promoting and developing a positive culture and to ensure diversity within the Academy community is recognised and respected.
- Raise student achievement by developing outstanding Phase 1 practice in liaison with the class teacher.
- Contribute to the development of the Academy's vision, values and aims and to abide by agreed professional behaviours and attitudes.

### **2. Curriculum activities**

- Work closely with class teachers, Learning Support teachers, Learning Support Assistants and other staff to ensure identified students' needs are met.
- Ensure all students are able to access to classroom activities by using a variety of teaching and learning strategies.
- Ensure that a high quality play based learning environment is maintained in EYFS and KS1/2 classes and during out of hours activities.
- Assist with and implement, under the guidance of appropriate professional staff, individual education plans, Statements of Special Educational Needs and Pastoral Support Programmes.
- Work 1:1 or with small groups of students when this is part of the overall strategy for meeting the needs of the individual student.
- Work with individuals or groups of students on specified support programmes.
- Support curriculum teachers with the preparation and delivery of differentiated and varied teaching activities, giving feedback to staff where appropriate.
- Support curriculum teachers with the preparation and delivery of differentiated and varied teaching activities, giving feedback to staff where appropriate.
- Work closely with LSAs, and class teachers to ensure high quality support is given to AEN students in a designated faculty.
- Liaise with faculty staff regarding issues affecting students with AEN and production of resources to support learning, assessment and revision;

## 2. Curriculum activities

- Be a lead professional in supporting students with AEN and participate in the training and induction of LSAs.
- Keep records of student progress and intervention work.
- Assist with the review of IEPs, Statements and PSPs as required.
- Support students with Access Arrangements in Academy and public examinations tests as required.
- Provide cover for absent teachers in the designated faculty area or phase and in other areas of the Academy if required.

## 3. Student Well-being

- Build and maintain close and secure relationships with students, ensuring that their care, health and well –being are promoted at all times.
- Provide minor first aid treatment. Following appropriate training, assist students with feeding or breathing difficulties, epileptic seizures, diabetes or other immediate physical needs.
- Change soiled children or support children to change themselves in accordance with the Academy's policy.
- Support the induction process for children and families, which may include home visits with another member of staff as required.
- Assist in the physical management of individual students.
- Work with individual and groups of students to encourage them to achieve greater independence and self-confidence.
- Assist with lunchtime clubs in the Inclusion area.
- Look after children who are upset or have had accidents
- Help with escorting students on educational visits and participate in extra-curricular activities as required.
- Develop positive partnerships with parents and carers.

## 4. Key Person Role (where appropriate to Phase)

- Be the Key Person for an assigned group of children.
- Keep observational records of key children and use them to inform planning and maintain a record of the child's day. Share with parents and other practitioners within the setting as appropriate.
- Be responsible for monitoring and reporting to parents on the progress of key children, under the direction of a class teacher.

## 5. General

- Attend training including the Academy's Training Days.
- Attend team meetings
- Carry out routine administrative tasks
- **Participate in the Academy's Performance Management process**

The person undertaking this role is expected to work within the policies, ethos and aims of the Academy and to carry out such other duties as may reasonably be assigned by the Principal. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions, including extra-curricular activities, are fulfilled through direct dialogue with employees, contractors and community members.

All staff take an active role in the Academy's care and guidance of students.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.



# Person Specification

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• GCSE English and maths at A*-C or level 2 equivalent</li> <li>• Higher Level Teaching Assistant Qualification or a willingness to achieve</li> <li>• Level 3 qualification in childcare/NNEB for EYFS posts</li> <li>• Paediatric First Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Level three qualification</li> </ul>
<b>Experience, Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• 2 years successful experience of working as a Learning Support Assistant in a school or academy setting</li> <li>• Knowledge of the National Curriculum requirements (EYFS and/or KS1/2)</li> <li>• Knowledge and understanding of a play based curriculum (for EYFS posts)</li> <li>• Knowledge of a Key Person system and observation based on planning and record keeping. curriculum (for EYFS posts)</li> <li>• Knowledge and understanding of Child Protection Procedures.</li> <li>• Commitment to ensuring access to the curriculum for children with AEN</li> <li>• Ability to motivate and encourage children to meet their targets for learning and/or behaviour</li> <li>• Ability to show awareness to when it is appropriate to consult teachers about a student's behaviour, development, health or learning</li> <li>• Knowledge and experience of using ICT</li> <li>• The ability to converse at ease with parents/students and members of the public and provide advice in accurate spoken English</li> <li>• Ability to write reports, keep working records and observations and contribute to student reviews</li> </ul>	

	<ul style="list-style-type: none"> <li>• Understanding of the practical application of Equal opportunities in an Academy context</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Good organisational skills, ability to show initiative</li> <li>• Ability to demonstrate patience with firmness</li> <li>• Good communication skills</li> <li>• Ability to lead a team and work as part of a team</li> <li>• Ability to reflect</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children</li> <li>• Emotional resilience in working in a range of challenging situations</li> <li>• Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos</li> </ul>	

## **Explanatory Notes**

Applications will only be accepted from candidates completing the enclosed Application Form. Please complete ALL Sections of the Application Form which are relevant to you as clearly and fully as possible (Sections A & B). CVs will not be accepted in place of a completed Application Form.

### **Safeguarding Children & Young People**

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced Disclosure and Barring checks

1. Candidates should be aware that all posts in Oasis Community Learning involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
2. Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as “spent” must be declared.
3. If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether the disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
4. Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate be answered not applicable if your duties have not brought you into contact with children or young people.

### **Interview Process**

After the closing date, short listing will be conducted by a Panel, who will match your skills/ experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy Disclosure and Barring check requirements such as a current driving licence including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing a change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post.



Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

We will seek references on shortlisted candidates for Academy based positions and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

For Academy based positions, in addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline.

### **Conditional Offer: Pre-Employment Checks**

Any offer to a successful candidate will be conditional upon: -

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity and qualifications
- Vetting and Barring Checks
- Satisfactory Disclosure and Barring check
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period.
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

### ***For teaching posts***

- Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)
- Verification of medical fitness in accordance with DFE Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or ISA and/or other relevant investigating bodies.