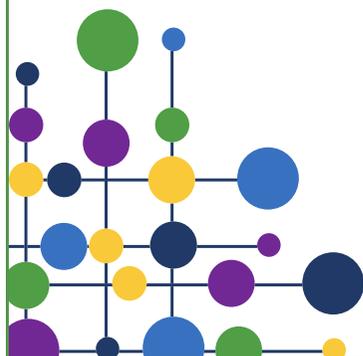
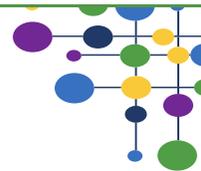


Shelley College
Application Pack
HLTA – May 2023





Welcome from the CEO

Academic Year 2022 /2023

Dear Applicant,



Thank you for taking an interest in this vacancy working across the trust. I hope the materials enclosed in this pack give you a good sense of what makes the trust a special place to work and provides the information you need about the post.

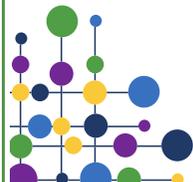
Our belief in "Valuing People, Supporting Personal Best" means we are committed to investing in our staff, to help them be happy at work, to provide the support they need to achieve the highest standards they are capable of and to offer the training or guidance they need to undertake their jobs effectively. For example, everybody is encouraged to use a personal development plan, to set their own objectives and to take responsibility for their own improvement priorities. We define effective leadership as "helping others to achieve their best" and that is what your line manager will try to do for you.

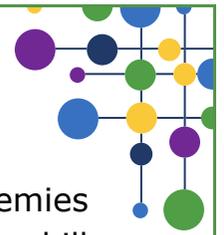
It is important to read the information provided carefully. We want you to be happy in the role you are applying for and committed to performing the job to the best of your ability.

I very much hope you are encouraged to apply for the position and look forward to meeting you soon.

Yours faithfully,

John McNally
CEO





SHARE Multi-Academy Trust is a charitable trust currently consisting of four secondary and four primary academies in West Yorkshire. Our academies are: Shelley College, Huddersfield; Royds Hall Academy, Huddersfield; Thornhill Community Academy, Dewsbury; Whitcliffe Mount School, Cleckheaton, Heaton Avenue Primary Academy, Cleckheaton; Millbridge Primary Academy, Liversedge; Woodside Green Primary Academy, Cowlersley and Luck Lane Primary Academy, Huddersfield.

We believe in helping staff and students achieve their personal best and are keen to recruit the very best talent to our Trust. Shelley College is the Teaching School Hub for Kirklees and Calderdale and as such, we can offer our teaching staff a wealth of first class, personal development opportunities as well as providing an excellent induction programme for Early Career Teachers. All staff receive full induction training and ongoing support to ensure they enjoy working for the trust.

More than seven hundred people work hard across the Trust to ensure we provide the very best education and service across all our schools, from invigilators joining us for a few hours a year, through flexible part-time work to many full-time teaching and support roles.

At SHARE MAT, we aim to:-

- Encourage all our students/pupils to go beyond what they think they can achieve, to enjoy learning, helping them to lead healthy and happy lives;
- Equip our staff to deliver their best every day, our belief is that by Valuing People, Supporting Personal Best is the key;
- Ensure our staff are happy at work, taking pride in students/pupils progress and development;
- Deliver training and guidance relevant to job role so expectations are understood and staff feel motivated;
- Offer great benefits making us the employer of choice, including outstanding CPD, supportive line management and networking opportunities across the MAT to aid personal development.

Shelley College is an amazing place to learn and work and our philosophy of 'Valuing People, Supporting Personal Best' sits at the centre of everything we do. Our belief is that people achieve the best outcomes when they enjoy what they're doing, feel safe and are rewarded for their commitment and success. We therefore support and invest in our students and staff, whilst maintaining high expectations. As part of our commitment to invest in all staff, we offer a comprehensive CPD package tailored to the priorities of the college, but more importantly to the personal needs of each member of staff.

We enjoy many advantages at Shelley College. As a partner school in SHARE Multi Academy Trust, a National Support School and National Teaching School, we are at the centre of a network that aims to provide the very best professional and career development opportunities. Whatever your role or whatever your career plans, we can help you achieve them. We define effective leadership as "getting the best out of other people and helping them achieve their best" and that is what your line manager will try to do for you.

As Principal, but also as a parent, I regularly ask myself "would that be good enough for my son or daughter?" If the answer is no then we implement the necessary changes to drive continued improvement. I believe that this philosophy helps keep our students at the centre of what we do and how we do it. Delivering high quality teaching and learning in a safe and orderly environment, along with an inclusive and personalised curriculum allows our students to achieve the best possible outcomes. Students leave Shelley fully equipped with the life skills,

experiences and educational outcomes to have a happy and successful future.

Added to that, we possibly have the best rural location of any secondary school in the country, close enough to the cities of Leeds, Manchester and Sheffield for many of our staff to travel from these areas. Our staff are friendly and supportive of each other and there is a strong sense of a committed team working together.

Our students, of course, are at the heart of what we do and it is essential, whatever position you are applying for, that you relate well to children and young people. The students at Shelley College are a pleasure to work with; they are keen to learn, talented and very well-behaved.

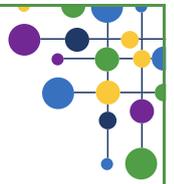
I very much hope you are encouraged to apply for the position and look forward to meeting you soon.

Yours faithfully,



David Wadsworth
Executive Principal





Higher Level Teaching Assistant

Role Profile

Role Title	Higher Level Teaching Assistant	Reporting to	SENDCo/Associate Vice Principal
Section	Inclusion Team		
Contract type	Permanent Term Time plus 1 week, 37 hours per week	Grade / Salary	Band D - £19,486 - £20,954 (actual salary)

Part A – JOB DESCRIPTION

Overall purpose of role	<p>The purpose of this important role is to support students who are experiencing significant issues around their Social, Emotional and Mental Health. This will involve the implementation of SEMH interventions with particular focus on students with emotional or mental health issues.</p> <p>The Higher-Level Teaching Assistant will work closely with the Associate Vice Principal (Safeguarding, Inclusion and Wellbeing), SENDCo and the wider Inclusion/Pastoral teams, to support those students identified as having significant needs around Cognition and Learning and/or SEMH. The successful candidate will lead the delivery of an agreed programme of intervention, to identify and support student well-being, engagement and progress. The successful candidate will liaise with relevant inclusion staff, teachers and external agencies to deliver bespoke support and monitor and evaluate progress made toward specific targets within an agreed supportive framework.</p>
Safeguarding Requirements	<p>This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS). People who may have contact with younger children (i.e. primary school age) are also required to complete a declaration about family or other members of their household.</p>

Key Outputs

- Assessing and identifying needs around Cognition and Learning and/or SEMH, organising and providing learning and educational activities;
- Developing social, communication and life skills;

- Securing children’s physical and emotional well-being, whilst raising self-esteem and encouraging independence;
- Working with staff to support the well-being, engagement, behaviour and progress of a specific cohort of students;
- Working in partnership with parents/carers and families in order to build confidence and trust;
- Preparation of specialist support and teaching resources;
- Working with the pastoral and inclusion teams as well as teachers to monitor and review progress toward specific targets;
- Challenging students to do the best they can and upholding the expectations of the school with regard to behaviour and attitudes;
- Modelling positive attitudes through daily interactions;
- Liaising with the pastoral team and external agencies where necessary to develop wider support strategies;
- The implementation of Cognition and Learning and/or SEMH interventions based on outcomes of related baseline assessments;
- Liaise with pastoral and Inclusion staff ensure the needs of all students are met;
- Deliver appropriate interventions to maximise student well-being and progress;
- To monitor and evaluate student participation and progress through a range of assessment activities and provide constructive support and feedback to students;
- Contribute to the planning and delivery of lunchtime and after school activities;
- Ensure that interventions are clearly recorded in the relevant systems and related to the objectives/goals for students.

The duties and responsibilities highlighted in this job specification are indicative and may vary over time. Postholders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Outcomes

- Appropriate support is in place for those students requiring it;
- Students attend school and engage with their learning within a challenging but supportive framework.
- Students are physically and emotionally well, and are able to deal with the stresses and challenges they face confidently;
- Parents are made aware of barriers to progress and are active partners in supporting SEMH needs.
- The number of negative interactions and sanctions is reduced.

General

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To undertake such other duties and responsibilities of an equivalent nature, as may be determined by the post holder’s line manager.
- The post-holder’s duties must at all times be carried out in compliance with the Academy’s Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.
- Take reasonable care of the health and safety of self, other persons and resources whilst at work.
- Co-operate with management of the Academy as far as is necessary to enable the responsibilities placed upon the Academy under the Health and Safety at Work Act to be performed e.g. operate safe working practices.

- It is the duty of the post-holder not to act in a prejudicial or discriminating manner towards others associated with the academy, including those who may be for example from ethnic minority communities, women, disabled or older people, lesbians or gay men. The post holder should also counteract such practice or behaviour by challenging or reporting it.

Dimensions (Financial/Statistical/Mandates/Constraints/No. of direct reports)

- Range of teachers and support staff approximately 150 across the academy.
- Range of pupils approximately 1400 (the number of SEN pupils varies).

Work/Business contacts

Internal: All teachers and support staff including liaising with other MAT staff as required;

External: Parents/Carers, Agencies.

Responsibilities

- For People – the job holder works closely with parents/carers and students;
- For Policy Development - the job involves no direct responsibility for policy development, however all staff are expected to be involved in policy consultation;
- For Student Outcomes - The job involves substantial impact on the educational outcomes of students;
- Financial and physical responsibilities – nil, however all post holders should ensure all work is carried out cost effectively.
- For People – the job holder works closely with parents/carers and students;
- For Policy Development - the job involves no direct responsibility for policy development, however all staff are expected to be involved in policy consultation;
- For Student Outcomes - The job involves substantial impact on the educational outcomes of students;
- Financial and physical responsibilities – nil, however all post holders should ensure all work is carried out cost effectively.

Expertise in Role Required

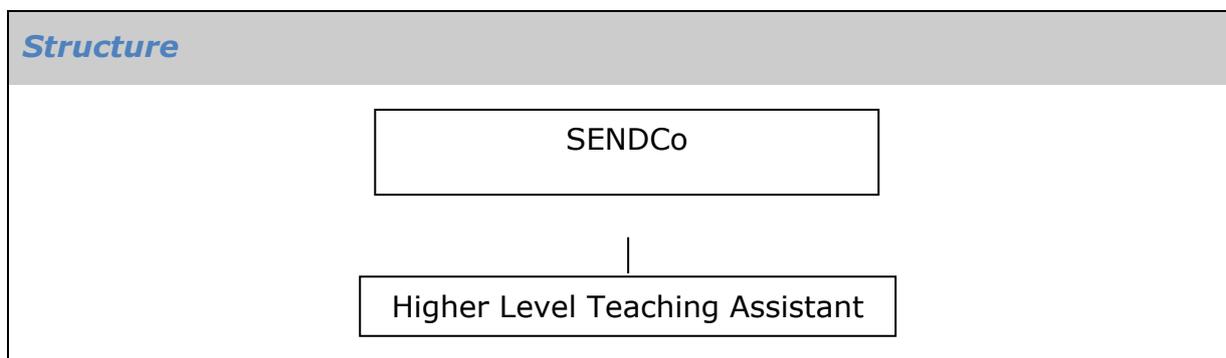
**Essential or
Desirable**

Mainstream and/or special school support experience in relevant key stage(s).

Essential

Higher Level Teaching Assistant qualification/certification	Desirable
Experience of working with children with complex needs, in particular Autistic Spectrum Condition	Desirable
Experience of working closely with families.	Desirable
Experience in leading, modelling and developing effective classroom practice with other staff	Essential
Experience in leading and delivering Inclusive interventions one to one or to small groups	Desirable
Educated to GCSE level 'C' or equivalent including English and Maths, or be able to demonstrate equivalent experience to that level.	Essential
Willingness to undertake further training and qualifications	Essential
Knowledge of safeguarding procedures.	Essential
Knowledge of special educational needs, inclusion and equality procedures, legislation and relevant guidance.	Desirable
Ability to manage difficult conversations and meetings	Desirable
Managing and developing individuals to maximise their contribution to service delivery.	Essential

Structure



Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criterion on your application form. We recognise and welcome our responsibility to remove any barriers in our recruitment and selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application.



We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this. Candidates will be assessed against the job description and expertise profile from evidence provided in their application form, references and a selection process (including interview). Where criteria are to be identified through the selection process, this may involve written exercises, group discussions, presentations, interview etc.

Signatures

Approved by : CEO

Approved by : Post Holder/or Representative

To apply, please complete an application form on the TES website, which can be found on our career site here:

<https://www.tes.com/jobs/employer/-1082675>

Closing date: Monday 12th June 2023

