

Hope Sentamu Learning Trust is a growing multi-academy trust for both primary and secondary schools along with Alternative Provisions.

Since the merger between Hope Learning Trust and the Sentamu Academy Trust, we continue to develop and grow so that everyone in our communities is given the opportunity to thrive. Schools across both the Trusts had previously been working together, so we already have a family of schools who share best practice. Each one of our schools has its own distinctive character, identity and strengths which it brings to the Trust so that we all benefit from each other. We have a very bright future ahead!

## Our Vision

Our vision is really very simple. We aspire to provide a place where children and young people can thrive. The aspirations for our existing academies and those joining us are to establish environments where young people thrive. We want our schools to be places where children and young people thrive as active learners; compassionate, kind and creative individuals; caring and engaged citizens; and spiritual beings. We aim to grow together, to serve one another and nurture our children and young people.

In a world of turmoil we offer schools the opportunity to concentrate on teaching and learning, providing you with peace of mind as we look after everything else. Hope Sentamu Learning Trust presents opportunities and expectations that promote success.

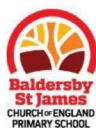
As a Trust, we want every young person to experience great teaching, so we place the highest value on developing colleagues at all levels.

By working together we can ensure:

- all children and young people have a school in which to thrive as learners, as individuals, as citizens and as spiritual beings
- all staff and all governors are nurtured
- all children develop spiritually as well as academically
- no school is left behind regardless of its context and challenges, whether these are around size, rurality or levels of deprivation
- that all governance is highly effective in supporting and challenging the local schools
- a better use of resources by collectively sharing central services
- a provision of effective teachers and support staff, sometimes working across schools in new and imaginative ways
- access to training, support and external validation from a team of highly experienced educational consultants who will also support, question and challenge
- a link to a Teaching School to train the next generation of teachers and to support and develop others
- access to national resources such as capital grants through the EFA and other funding only being made available to MATs

Good luck with your application and I look forward to hearing from you

Helen Winn  
Chief Executive Officer



Alternative Provision Tutor, 37 Hours per Week, Term Time Only, Permanent

Grade D, Scale Point 04- 06, £15,977 to £16,622 Pro Rata Salary Per Annum

Archbishop Sentamu Academy is one of six Hope Sentamu Learning Trust secondary schools. The academy has undergone a period of transformation and rapid improvement since joining the last OFsted and has this year celebrated the most successful results on record. This is an exciting time for the academy and will be an exciting opportunity for an ambitious educational professional to join the team. This is a great career opportunity, a chance to work in a close knit community but with extensive opportunities for professional development across the Trust as a whole.



Archbishop Sentamu is an 11-18 Church of England comprehensive school which serves a mixed, but heavily deprived catchment from East Hull. The academy is over-subscribed; it has a growing population of more than 1400 students who enter the school with attainment below national averages, but with an increasing number of high attainers and gifted and talented pupils. Our commitment to every child is absolute and we strive to meet the needs of all our pupils whether they are capable of achieving ten Grade 9's at GCSE or require the support of a full time teaching assistant or individual package of learning in order to reach their full potential.

Our distinctively Christian vision is that everyone will be able 'to lead the best life possible', now and in the future. It is underpinned by the words of Jesus in John 10:10 which says, "I have come that you may have life in all its fullness." Our vision is lived out through our academy values of Respect, Community, Courage and Wisdom. This leads to an ethos where we expect each individual to be their very best by accepting personal responsibility and always striving to do better. Each member of our community is respectfully treated to have the courage to push themselves to be inspiring future citizens and have the good wisdom to ensure they seek the support they need to do this. These expectations extend far



beyond learning. We expect the highest standards of behaviour, creating an environment where students feel safe, sanctions are applied fairly and positive contributions are recognised and rewarded.

#### Job Details

All posts at Archbishop Sentamu Academy involve at all times seeking to further the mission, values and strategic aims of the school; accepting responsibility for the implementation of school policy, procedures and other guidance as set out in the Staff Handbook and elsewhere; working positively, flexibly and co-operatively both with colleagues and as appropriate with those outside school; and the setting of high standards.

All roles involve responsibilities and expectations as set out in the appropriate national standards and in the school's role specifications and documentation.

All members of staff are expected to promote and safeguard the welfare of students in accordance with the Safeguarding Children in Education Act, including maintaining clear professional boundaries in all relationships; to promote an anti-racist, multi-cultural approach; in line with school policy. Additional duties may be asked of members of staff by the Principal as occasion requires.

The generic role specifications below are offered in good faith as a guide to professional practice in the expectation that staff will seek to approach them in a professional manner. All role specifications are subject to revision in the light of changing circumstances.

Good luck with your application and I look forward to hearing from you!

Helen Dowds  
**Executive Principal**



<b>Job Title</b>	Alternative Provision Tutor	<b>Job Category</b>	Support
<b>Grade &amp; Salary Range</b>	Grade D, Scale Points 04-06 £15,977-£16,622 Actual Salary Per	<b>Hours of Work</b>	37 Hours per Week, Term Time Only
<b>Location</b>	Archbishop Sentamu Academy	<b>Travel Required</b>	No
<b>Position Type</b>	Permanent	<b>Line Manager</b>	ARC Manager
<b>Date Posted</b>	25 November 2021	<b>Posting Expires</b>	3 January 2022
<b>Interviews to be held</b>	To Be Confirmed	<b>Start Date</b>	February 2022

### Application Process

Please complete the online application form to apply for this role. All candidates are advised to refer to the job description and person specification before making an application. You should use the information supplied with in the Job Description & Person Specification to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. Your application may be viewed in regard to some or all of the skill specific areas over the course of the selection process. Applications via agencies will not be considered.

### Job Details

As an Alternative Provision Tutor, you will be based at the ARC, which is an external provision facility, but is an integral part of the Archbishop Sentamu Academy. As a Tutor, you will be allocated a small tutor group of students, who have been referred to the Provision, usually due to the fact that, at that time, they are struggling in a mainstream environment.

You will be with your tutor group for the duration of the school day, and you will be allocated your own tutor room. The students are taught by experienced Academy teachers; your role is to support the students in your group, as well as deal with any issues that may, from time to time arise, this could include a degree of challenging behaviour. The role of the Tutor is very varied and no two days are the same, additionally, it can be demanding and challenging. However it is a very rewarding role, especially when, as a direct result of your input, a student returns successfully to the Academy.

With the role of Tutor there is a requirement that a considerable amount of paperwork is completed on a daily basis, with this in mind it is essential that you have good computer skills.

Salary shown above is pro rata, based on an Full Time Equivalent of £18,933 to £19,698

Salary is dependent on current qualifications and experience, please see job description for more information.

Hope Sentamu Learning Trust is committed to safeguarding and protecting our children and young people and expects all staff and volunteers to share this commitment. All posts are subject to a safer recruitment process which includes enhanced criminal records and barring checks, scrutiny of employment history, robust referencing and other vetting checks.

Our safeguarding system is underpinned by a range of policies and procedures which encourage and promote safe working practice across the Trust. On joining you will be required to undergo continuous professional development to maintain safe working practice and to safeguard our children and young people.

### School / Academy Contact

Jenny Rose, PA to Principal. [j.rose@asa.hslt.academy](mailto:j.rose@asa.hslt.academy)

For any queries regarding the role, please contact the school directly or alternatively you can contact the Recruitment Team via [recruitment@hslt.academy](mailto:recruitment@hslt.academy)

**Job Description**

<b>Job Title</b>	Alternative Provision Tutor
<b>Grade</b>	D
<b>Responsible To</b>	Headteacher / Principal / Vice Principal / Higher Level Teaching Assistant / Senior Advanced Teaching Assistant / SENCO / Inclusion Manager
<b>Staff Managed</b>	None
<b>Job Family</b>	Teaching Assistants
<b>Job Purpose</b>	To work with teachers to provide teaching, learning and pastoral support by working with individuals or small groups of students under the direction of Head of Key Stage/teaching staff/Higher Level Teaching Assistant and may be responsible for some learning activities within the overall teaching plan.
<b>Job Context</b>	Works within the classroom or appropriate area of the school site to complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.
<b>Accountabilities / Main Responsibilities</b>	
<b>Operational Issues</b>	<ul style="list-style-type: none"> <li>• Implement planned learning activities/teaching programmes/intervention as agreed with the teacher, adjusting activities according to students' responses as appropriate</li> <li>• Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher/SENCO on student progress and behaviour</li> <li>• Support the teacher in monitoring, assessing and recording student progress/activities</li> <li>• Support learning by providing resources for lessons/activities</li> <li>• Support students in social and emotional well-being, reporting problems to the Head of Key Stage/ teacher / Child protection officer and parents as appropriate.</li> <li>• Monitor and keep documentation in line with the progress of students.</li> <li>• Understand and support independent learning and inclusion of all students as required.</li> <li>• Use behaviour management strategies including positive handling, in line with the school's policy and procedures which contribute to a purposeful learning environment.</li> <li>• Work with individual students with special educational needs</li> <li>• Work with students for whom English is not their first language</li> <li>• Assist in the development of individual development plans for students (such as Individual support plans)</li> <li>• Assist in the development of individual personal handling plans for students that require them (PHPs)</li> <li>• Assist in escorting and supervising students on educational visits and out of school activities</li> <li>• Select, prepare and clear away classroom materials and learning areas ensuring they are available for use, including developing and presenting displays</li> <li>• Support students in developing and implementing their own personal and social development</li> <li>• Monitor and manage stock and supplies for the classroom.</li> </ul>
<b>Communications</b>	<ul style="list-style-type: none"> <li>• Provide feedback to students and parents in relation to attainment and progress as appropriate (including Parent Review Days).</li> <li>• Share information about students with other staff, parents / carers, internal and external agencies, as appropriate (including use of CPOMS and SIMS).</li> </ul>
<b>Partnership or Corporate Working</b>	<ul style="list-style-type: none"> <li>• Support the work of volunteers and other teaching assistants in the classroom</li> <li>• Participate in meetings with other staff, external professionals and parents regarding pupils, in a support capacity to the teacher, who will normally lead on such matters</li> <li>• Assist in the induction and development of classroom support staff, cascading information and good practice</li> </ul>

	<ul style="list-style-type: none"> <li>• Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality</li> <li>• Participate in staff meetings</li> <li>• Share information confidentially about pupils with teachers and other professionals as required</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Carry out tasks associated with pupil's personal hygiene and welfare, including personal intimate care, physical and medical needs, whilst encouraging independence (<i>Upon agreement with postholder</i>)</li> <li>• To be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate</li> <li>• Know about data protection issues in the context of your role.</li> <li>• Maintain confidentiality as appropriate</li> <li>• Have an awareness and basic knowledge where appropriate of the most recent safeguarding legislation.</li> </ul>
<b>Planning and Organising</b>	<ul style="list-style-type: none"> <li>• Assist the teacher and work as directed in preparation of the classroom and resources for planned work to take place</li> <li>• Undertake routine clerical duties as required</li> <li>• Support the use of ICT and adhere to relevant policies</li> <li>• Supervise and provide access arrangement for pupils sitting internal and external examinations and tests, ensuring that examinations comply with Examination Board Regulations</li> <li>• Participate in appraisal, training and other learning activities</li> </ul>
<b>Data Protection</b>	<ul style="list-style-type: none"> <li>• To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.</li> </ul>
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>• Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.</li> <li>• To work with colleagues and others to maintain health, safety and welfare within the working environment.</li> </ul>
<b>Equalities</b>	<ul style="list-style-type: none"> <li>• We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities.</li> <li>• Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement.</li> <li>• Develop own understanding of equality issues.</li> </ul>
<b>Flexibility</b>	<ul style="list-style-type: none"> <li>• Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances.</li> <li>• Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager.</li> <li>• Permanent &amp; significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures</li> </ul>
<b>Customer Service</b>	<ul style="list-style-type: none"> <li>• The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.</li> <li>• The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.</li> <li>• Understand your own role and its limits, and the importance of providing care or support.</li> </ul>

**Person Specification**

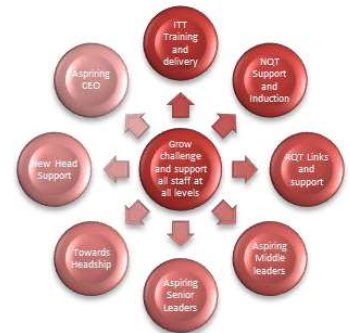
<b>Job Title</b>	Alternative Provision Tutor	
<b>Grade</b>	D	
<b>Responsible To</b>	Headteacher / Principal / Vice Principal / Higher Level Teaching Assistant / Senior Advanced Teaching Assistant / SENCO / Inclusion Manager	
<b>Staff Managed</b>	None	
<b>Job Family</b>	Teaching Assistants	
	<b>Essential</b>	<b>Desirable</b> (if not attained, development may be provided for successful candidate)
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>• An awareness of child/young person's development and learning</li> <li>• An understanding that children/young people have differing needs</li> <li>• An understanding that children/Young people have differing needs and knowledge of inclusive practice</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of School Information Management System (SIMS)</li> <li>• Knowledge of Behaviour Management techniques</li> <li>• Knowledge of Child Protection policies &amp; Procedures</li> <li>• Knowledge of Health &amp; Safety legislation</li> </ul>	
<b>Experience</b>		
<ul style="list-style-type: none"> <li>• Experience appropriate to working with children in a learning environment</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of delivering evidence-based interventions that accelerate learning</li> </ul>	
<b>Occupational Skills</b>		
<ul style="list-style-type: none"> <li>• Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers</li> <li>• Good reading, writing and numeracy skills</li> <li>• Demonstrable interpersonal skills</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable timeframe</li> </ul>	
<b>Qualifications</b>		
<ul style="list-style-type: none"> <li>• Relevant NVQ Level 3 qualification or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate first aid training (<i>Dependent on the school's needs</i>)</li> </ul>	
<b>Other Requirements</b>		
<ul style="list-style-type: none"> <li>• Enhanced DBS clearance</li> <li>• Ability to work successfully in a team</li> <li>• Able to exercise judgement</li> <li>• Confidentiality</li> <li>• Flexibility</li> <li>• To be committed to the school's policies and ethos</li> <li>• To be committed to Continuing Professional Development</li> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> </ul>		

## Benefits of working at Hope Sentamu Learning Trust

### Continuing Professional Development (CPD)

Hope Sentamu Learning Trust is committed to the professional development of all staff and is supported by the Education Team at the Diocese of York. This provides the opportunity for further CPD, networks and training to share best practice, as a member of a wider partnership of 125 diocesan schools and multi-academy trusts, across eight local authorities. We also have a bespoke Career Pathways Programme to ensure that we recruit, develop and retain the very best colleagues.

From ECT through to CEO, the Trust links with the Ebor Hope Teaching Schools Alliance, to provide high-quality, relevant training for all staff at all levels, pushing challenging, supporting and nurturing, enabling all members of the team to succeed, develop and aspire to the next challenge.



### Pension Scheme

As an employee of the Trust you are offered membership of either the Teachers' Pension Scheme; or for support staff, the Local Government Pension Scheme. As well as employee's paying contributions into the scheme (banded, based on earnings level) Hope Sentamu Learning Trust also pays into the scheme on your behalf. For more information please visit: [www.teacherspensions.co.uk](http://www.teacherspensions.co.uk) [www.nypf.org.uk](http://www.nypf.org.uk)

### Cycle to Work Scheme

For staff who wish to purchase a bike for the purpose of travelling to work this can be done via Cyclescheme. You purchase the bike you want via the scheme and Hope Sentamu Learning Trust pays the initial cost upfront and then you pay for it directly from your salary on a monthly basis (12 months is the usual duration). The deductions for the cyclescheme are taken from your gross pay each month so your taxable pay is lower than it otherwise would be. For more information visit [www.cyclescheme.co.uk](http://www.cyclescheme.co.uk)



### Our Family

Our schools are places where young people can grow and excel and where colleagues strive to generate a culture of excellence and are innovative and collaborative.

As a Trust, we believe that by growing together as a family, belonging to a community with common goals and ambitions for its young people and having a central understanding that we should all put others needs before our own, we will succeed.