

# ASTREA ACADEMY DEARNE



Astrea Academy Trust  
INSPIRING BEYOND MEASURE

**Higher Level Teaching Assistant**

**CANDIDATE PACK**

# Open Letter from our Principal

Dear Candidate

I am delighted that you are interested in applying for the post at Astrea Academy Dearne. The academy joined Astrea Academy Trust in February 2019 and has approximately 1150 students on roll in Year 7 to 11.

We are within commutable distance from Wakefield, Leeds, Doncaster and Sheffield and are a proud member of the Astrea Academy Trust family of schools. We have the highest aspiration for our students to achieve their very best and grow, both as individuals and as members of their community. We are a truly comprehensive and inclusive academy. This is reflected in our approach to all areas of our work.

Astrea Academy Dearne is on an improvement journey, developing a strong curriculum, good teaching and effective pupil support. The academy and Trust are committed to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture, influenced by Lemov's Teach Like A Champion and Tom Bennett.

We have recently launched the Astrea Behaviour Curriculum, where behaviour expectations and routines are explicitly taught and deliberately practised. The creation of a scholarly culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', ensuring impeccable behaviour, where teachers can focus on teaching and pupils can focus on learning, underpins everything. There needs to be relentless consistency with the implementation of the behaviour policy in every classroom, and overcommunication of the 'why' to all stakeholders, to help ensure impeccable behaviour.

We aim to provide the highest quality of pastoral care and academic standards, helping to develop in our students a keen sense of pride in themselves, their academy and the wider community. We recognise the crucial role that parents/carers have in this respect and so strive to work in strong partnership with them throughout their children's time with us. Our supportive approach enables everyone to develop the skills and knowledge required to be responsible and considerate individuals suited to the demands of our ever-changing multicultural society.

If you are aligned to our mission and values, have a strong track record of improving young people's education and a drive to do more, we very much look forward to hearing from you. We recommend that you take the opportunity to make an informal visit to see the school prior to making your application. Please contact Hannah Peace [hannah.peace@astreadearne.org](mailto:hannah.peace@astreadearne.org) if you would like to arrange a visit or an informal conversation with me.

I very much hope that you choose to apply for this post and I look forward to meeting you.

I look forward to welcoming you to our Academy.

With very best wishes

**Mr Eddie Child**

**Principal at Astrea Academy Dearne**

## Alternative Provision at Astrea Academy Dearne: SYNERGY

At Astrea Academy Dearne we offer three alternative provisions for students with SEND or behavioural needs. This position will be within our Synergy provision. Established in September 2020 in collaboration with BMBC, Synergy is a Specialist SEND Unit for students with communication and interaction needs. All students have an EHCP and all places are commissioned by BMBC via consultation. The provision mirrors a specialist environment delivered through a base classroom and series of intervention and sensory spaces providing a sprawling and adaptive space for the individual needs of our learners. The provision is led by a teacher and supported currently by 1 HLTA and 2 LSAs offering a high student to adult ratio. The provision offers a broad curriculum with literacy and numeracy hours taking place every day alongside science, humanities, RE, arts, cookery and PSHE. A very exciting aspect of our week takes place on Fit Friday, where all aspects of the curriculum are delivered through physical activity this is topped off by fully funded swimming lessons which take place in the leisure centre next door which we hire for our private use. Running alongside the academic curriculum, we offer an extensive range of targeted and personalised interventions to offer additional support these could include: Fresh Start Phonics, Lego Therapy, ELSA, Social Stories, Thrive, sensory, fitness, forest school, SALT to name a few. Our school day currently starts at 9:00am and ends at 2:30pm but we are looking to extend our hours for September 2024. Life skills are a fundamental part of the learning experience and are weaved throughout our curriculum these include: taking breakfast orders, making and eating communal breakfast, ordering our shopping and cooking meals to take home. The provision welcomes all secondary age students from 7 to 11. We currently support 11 students however this will be extending to 15 in September 2024.

# Job Description

**JOB TITLE:**  
Higher Level Teaching Assistant

**REPORTING TO:**  
Curriculum Lead: Alternative Provision

**SALARY RANGE:**  
FTE : £25,878 - £27,852

**ACTUAL SALARY:**  
£19,343 - £20,818

**CONTRACT TYPE:**  
Fixed Term Contract

**WORKING PATTERN:**  
32.5 hours per week, 39 weeks per year



# Role Description

## Purpose

- To complement the SEND leadership and teaching team by taking responsibility for agreed learning activities in our SEND provision: Synergy. This will involve planning, preparing and delivering learning activities for individuals and groups, as well as monitoring students and assessing, recording and reporting on students' achievement, progress and development.

## Main Duties and Responsibilities

### Behaviour and safety

- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Assist teachers with the development and implementation of individual education/ behaviour/ support/ mentoring plans
- Take a lead role in the development and implementation of appropriate behaviour management
- Provide information and advice to enable pupils to make choices about their own learning and behaviour
- Promote the inclusion and acceptance of all pupils within the classroom
- Promote and ensure the health and safety and good behaviour of pupils at all times

## ACHIEVEMENT AND STANDARDS

- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies
- Record progress and achievement in lessons systematically ensuring the availability of appropriate evidence
- Administer and assess tests and invigilate exams
- Undertake marking of pupil work and accurately record progress

## Teaching and Learning

- Assess the needs of pupils and use detailed knowledge and specialist skills to support learning
- Support pupils consistently whilst recognising and responding to their individual needs
- Deliver a systematic phonics program to accelerate reading accuracy and fluency
- Target support to develop basic reading comprehension, with a focus on the reading objectives within the KS1 and KS2 national curriculum
- Support the development and use of vocabulary, including high frequency words, word lists from the primary curriculum and subject specific language
- Administer small group support (and one to one where necessary) to reinforce key literacy and numeracy objectives from the primary curriculum
- Arrange and develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.
- Establish constructive relationships and communicate with other agencies, in liaison with members of the SEND team, to support achievement and progress of pupils

## General

- Develop and promote high standards throughout Astrea Academy Dearne.
- Participate in training and other learning activities as required.
- Attend to pupils' personal needs and provide advice to assist in their social, health and hygiene development.
- Take a lead role in managing and delivering pastoral support to pupils and provision of support for pupils with special needs
- Comply with and assist with the development of policies and procedures relating to safeguarding and child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

## Leadership

- Liaise between managers, teaching staff and Learning Support Assistants.
- Represent Learning Support Assistants at appropriate meetings.

# Person Specification

## Experience

- Experience of supporting pupils with SEND.
- Experience of working in an education setting.
- Experience of providing personal care / physiotherapy / other programmes of support for young people with an additional need.
- Experience of delivering programmes of learning about personal development.
- Experience of using specialist equipment or resources.

## Education and Qualification

- HLTA qualification or a willingness to undertake within the first 12 months of appointment
- Evidence of additional recent and relevant continuing professional development.
- 5 GCSEs or equivalent, including English and mathematics at grade C/4 or above.
- Further qualifications relevant to supporting pupils with SEND.
- First aid, food hygiene, manual handling / lifting people qualifications.

## Skills and Knowledge

- Basic understanding of child development and learning.
- Effective use of ICT to support learning.
- Awareness of Health and Safety procedures.
- Awareness of legislation with regard to pupils with SEND.
- Knowledge of a particular academic subject.
- Ability to relate well to children and adults.
- Work constructively as part of a team.
- Excellent verbal and written communication skills.
- To be able to work independently and as part of a team.
- Effective use of ICT to support learning.

## **This is not exhaustive.**

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy

# About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

## Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

## Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

## A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.

## Astrea Talent Programme

*We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.*

