



Aspirations Academies Trust
in association with AUI and QISA

Tachbrook Road, Feltham, Middlesex, TW14 9PE

Tel: 020 8751 9888

Email: info@aspirationsacademies.org

www.aspirationsacademies.org



Magna Academy Poole
an Aspirations Academy

Higher Level Teaching Assistant

12 - 17 (£21,589 - £23,836) pro rata for part time

(January 2020 start)

Application Pack



National Teaching School
designated by
 National College for
Teaching & Leadership

National Support School
designated by
 National College for
Teaching & Leadership

'To be able to dream about the future, while being inspired in the present to reach those dreams' Dr. Russell J. Quaglia



A Warm Welcome to Magna Academy

Thank you for considering Magna Academy Poole for your next appointment. We seek an excellent Higher Level Teaching Assistant for January 2020.

Magna Academy is a team and a family of people who are all working together to achieve our mission of preparing our students for success at university, further education, highly skilled vocational training and beyond.

Our Academy is a vibrant and exciting place to work and was graded as outstanding in all areas by Ofsted in June 2015 and December 2018.

In 2019, Magna achieved a Progress 8 score of 1.17, placing us 17th nationally (top 1%).

We have very high expectations and treat workload very seriously.

If you are able to visit, you will see a scholarly culture with impeccable behaviour and highly engaged students. At the same time, we are very outward-facing and humble. We know we haven't yet got everything right, and are driven to continuously improve for our students.

Vision and Culture

We are passionate about excellence in education, giving students the very best start in life with a firm belief that excellent teaching transforms lives. Our core belief is that for all students to have high aspirations they must believe in themselves, be actively engaged in their learning and see the connection between what they learn today and who they want to become tomorrow.

We teach a highly challenging academic curriculum for all students.

We are unapologetically ambitious for every child, no matter what their background, prior attainment or needs. Everything we do at Magna is driven by this, so that our students can leave Magna with the best set of qualifications possible and as well rounded young people, thereby helping to maximise their life chances. We wish to create a culture of excellence, that permeates everyday life at Magna.

The Aspirations Trust core purpose is to develop young people with the aspirations, skills, qualities and high-level qualifications that will enable them to be the very best they can be, enabling them to compete on a global stage. To achieve this in a highly complex and ever-changing world, we have to ensure that our educational provision is always relevant, innovative, evolves in response to changing needs and provides an outstanding education for all our students. **The Trust's three guiding principles underpin our vision; self-worth, engagement and purpose.**

"To be able to dream about the future, while being inspired in the present to reach those dreams" Dr. Russell J. Quaglia



What we can offer you

- A professional progression model to enable you to progress
- Support and line management from our Deputy Senco
- Great students who behave impeccably – you can make a massive difference to them
- 'Warm and strict' behaviour systems, with very warm relationships, meaning pupils feel safe and secure
- CPD starts as soon as you are appointed
- State of the art facilities and a very pleasant location in beautiful Dorset

Work Life Balance

We know that working in a school is the most rewarding, exhilarating but can be exhausting. So we are guided by a philosophy of simplicity that aims for maximum impact on student learning with minimal overload on workload for staff.

For example:

- We operate a feedback policy, which does not require you to make individualised comments in exercise books, saving you hours of time
- Collaborative planning with centralised, shared units of work and resources
- Teachers do not produce end of year written reports – just six weekly data inputs.
- Homework is streamlined into note taking, drilling and self-quizzing, reducing marking workload and ensuring very high homework completion.
- All students have full equipment in their pencil cases all of the time – you will not have the hassle of having to hand out pens, pencils etc at the start of each lesson because students don't have their equipment with them.
- Highly visible and supportive SLT visit every classroom every lesson to check that every student is meeting your expectations.
- System of escalating sanctions with centralised same day detentions, including for homework non completion – you are not continuously setting detentions, running detentions and chasing non-attendance.
- We do not grade lessons – we believe in a growth mindset approach, where teachers continually improve over time through continuous coaching/feedback loops.

'To be able to dream about the future, while being inspired in the present to reach those dreams' Dr. Russell J. Quaglia



Next steps:

Magna Academy Poole offers an excellent opportunity for an ambitious, talented individual looking to develop their career. We would be delighted to show you around our Academy in order to fully appreciate our excellent learning environment. Please contact zchallis@magna-aspirations.org or 01202 604222 to arrange a visit or an informal, confidential discussion about the role.

Magna Academy is committed to safeguarding and promoting the welfare of children. The successful candidate will be subject to an enhanced DBS check before taking up the post.

Please click on the "quick apply" button to submit an online application.

Closing date for applications: 9am Friday 6th December 2019

Interviews: Week beginning Monday 9th December 2019

We look forward to receiving your application!



Higher Level Teaching Assistant Job Description

Post Title	Higher Level Teaching Assistant
Salary/Grade:	12 - 17 (£21,589 - £23,836) pro rata for part time
Academy:	Magna Academy Poole, Aspirations South Coast District
Reporting To:	Deputy SEN Co-ordinator
Disclosure Level:	Enhanced
Hours of Work:	37.5 hours a week, 39 weeks per year (plus holiday entitlement) Monday to Friday: 08:15 - 15:45
Leave:	Annual leave is 24 working days for a full year, based on a 5-day working week in addition to Bank/Public Holidays.
Overview:	
The post-holder may be expected to work with individual children having special or particular needs, and groups of children, as directed. They may be asked to deliver specific intervention programmes to support individuals or groups of pupils, where training will be given if not already skilled in the specific area. The following does not represent an exhaustive list but gives an indication of the role.	
Main Duties:	
<ul style="list-style-type: none"> To lead on intervention programmes for SEND students such as, SALT, ELSA, Handwriting, Social Skills, English and Maths intervention working under the guidance of the SENDCO and deputy SENDCO To track progress of pupils participating in SEND programmes, evaluate and make adjustments to the relevant SEND programmes, to meet the needs of the students in order to have impact To plan and prepare learning for SEND as directed by teachers, contributing to all stages of the planning cycle, including lesson planning, evaluating and adjusting lessons/plans To develop and prepare resources for learning activities in accordance with lesson plans and in response to student need To contribute to the planning of opportunities for students to learn in out-of-school contexts in line with academy policies and procedures To provide detailed verbal and written feedback on lesson content as requested with reference to student responses to learning activities and student behaviour to teachers and other students To motivate and progress students' learning by using clearly structured, interesting teaching and learning activities To be familiar with lesson plans, IEP targets and learning objectives To be aware of and support difference and ensure all students have equal access to opportunities to learn and develop 	

"To be able to dream about the future, while being inspired in the present to reach those dreams" Dr. Russell J. Quaglia



- To promote and support the inclusion of students, including those with specific needs, both in learning activities and within the classroom
- To use behaviour management strategies in line with the academy's behaviour policy to contribute to a purposeful learning environment and encourages students to interact and work cooperatively with others
- To progress students' learning in a range of classroom settings, in accordance with arrangements made by the Principal, including working with individuals, small groups and whole classes where the assigned teacher is not present
- To organise and safely manage the appropriate learning environment and resources
- To promote and reinforce student self-esteem and independence and employ strategies to recognise and reward achievement and self-reliance
- To assist the teacher in encouraging acceptance and integration of students with special needs, or from different cultures and/or with English as an additional language
- To support the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on student progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times
- To work with teachers, to evaluate students' progress through a range of assessment activities
- To assess students' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs
- To monitor student participation and progress and provide constructive feedback to students in relation to their progress and achievement
- To contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children
- To provide support for students' pastoral needs
- To provide physical support and maintain personal equipment used by students at the academy
- To foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links
- To supervise students at times other than during lessons according to the academy's duty arrangements
- To support teaching staff and students on visits, trips and out of school activities as required
- To assist teachers by receiving instructions directly from professional or specialist support staff involved in the student's education. These may include social workers, health visitors, language support staff, speech therapists, educational therapists, educational psychologists and physiotherapists.
- To ensure strict confidentiality in all areas of work.

"To be able to dream about the future, while being inspired in the present to reach those dreams" Dr. Russell J. Quaglia



- To work and process personal and sensitive information in accordance with Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018.
- To ensure work is conducted in a way that protects the safety and security of information (e.g. strong passwords, reporting breaches, securing paper records, securely disposing of records).
- To understand and comply with the statutory guidance regarding safeguarding of children, ensuring the safeguarding and promotion of children's welfare at all times, reporting any concerns to the Designated Safeguarding Officer immediately.
- To comply with the Trust and academy's policies and procedures at all times.

To undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation.

Staff Development Responsibilities:

- To take part in the Academy's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Appraisal Review process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the Academy.
- To support the induction of new staff

Other Duties:

- To continue personal development as agreed at appraisal.
- To address the appraisal targets set by the line manager
- To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To promote actively the Academy's corporate policies.
- To comply with the Academy's Security, Safeguarding and Health and Safety procedures are adhered to
- Comply with decisions, policies and standing orders of the Academy; comply with statutory requirements, including Equal Opportunities legislation, the Health and Safety at Work Act and the Data Protection Act.
- Have a commitment to Child Safeguarding, to promoting the welfare of children and young people in accordance with the Academy's agreed procedures
- To show a record of excellent attendance and punctuality.
- To adhere to the Academy's Dress Code.

To be able to 'reach those dreams' in the present to reach those dreams' Dr. Russell J. Quaglia



General:

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Following consultation with you this job description may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. For higher level teaching assistants normally working with a specific key stage, this could include being deployed to work with a different key stage.



Higher Level Teaching Assistant Person Specification

Assessed by application (A)

Assessed by the recruitment process (R)

Criteria	Essential	Desirable
Qualifications and Education		
A good standard of education, eg 5 GCSE A*-C including English and Maths, or equivalent	A	
Further qualifications relevant to the position or equivalent	A	
Experience		
Experience relevant to the position	AR	
Experience of prioritising workloads, time management and dealing with conflicting priorities	AR	
Experience of working in a school, academy or other educational based background	AR	
Experience of working with children	AR	
Skills and Abilities		
Excellent communication skills	R	
Competent in use of IT	R	
Flexible, proactive, positive approach to work	R	

"To be able to dream about the future, while being inspired in the present to reach those dreams" Dr. Russell J. Quaglia



Ability to deal sensitively and appropriately with confidential, personal information	R	
Strong organisational skills and able to take the initiative	AR	
Be aligned to the mission and values of the academy	R	
Knowledge		
Knowledge of child safeguarding procedures		R
Knowledge of schools and education		R



The Aspirations Academies Trust

The Aspirations Academies Trust (AAT), as a sponsor of primary and secondary age academies in England, is committed to raising students' aspirations so that all young people reach their fullest potential and achieve the success they want for themselves.

The Aspirations Academies Trust in England benefits from QISA's (The Quaglia Institute for Student Aspirations) remarkable record of more than 30 years of research and experience working with students, educators, and schools.

Aspirations is the ability to dream about the future while being inspired in the present to reach those dreams. The Aspirations Academies Trust was set up in England with the vision to combine the thirty years of educational research by Dr. Russ Quaglia on student aspirations with effective and innovative school improvement techniques in order to create truly outstanding schools that would fully prepare students to succeed in this exciting world.

Central to the philosophy of the Aspirations Academies Trust is the innovative Aspirations Framework developed by the Quaglia Institute for Student Aspirations (QISA) which outlines the belief that for all students to have high Aspirations, three Guiding Principles must be present: Self-Worth, Engagement, and Purpose. These Guiding Principles direct the development of educational experiences from the individual classroom to the entire school building. The Three Guiding Principles, in turn, are lived out through 8 Conditions that emphasise relationships, active and engaging teaching and learning, and a sense of responsibility over one's own aims and goals.

The 8 Conditions are:

Belonging • Heroes • Sense of Accomplishment • Fun and Excitement • Curiosity and Creativity • Spirit of Adventure • Leadership and Responsibility • Confidence to Take Action.

Students who have high aspirations believe in themselves, are meaningfully engaged in their learning and the life of the school and work with intention toward their goals.

Our Aspirations Academies have a commitment to make certain that all young people achieve their fullest academic potential and become responsible citizens. To achieve this goal, we are dedicated to promoting and putting into practice the Three Guiding Principles and 8 Conditions that foster student aspirations. Each Academy strives to ensure that all students have the opportunity to discover and appreciate their endless promise for a successful future.

"To be able to dream about the future, while being inspired in the present to reach those dreams" Dr. Russell J. Quaglia



The Aspirations Academies Trust considers that its beliefs and principles are applicable and effective with students from age 3 to 18. Each stage of a child's education is extremely important - pre-school, primary and secondary - and should, where possible be coherent across the phases of education in the practice of developing the principles and conditions central to the beliefs and aims of the Aspirations Academies Trust.

For this reason, we support primary, secondary and, where possible, all through (Ages 3-18) academies.

At whatever stage a child joins an Aspirations Academy, whether it is at the age of three or sixteen, the aim is to provide each individual child with the best possible life chance. This is done through the achievement of the highest level of qualifications, the development of skills essential to success in an interconnected and highly competitive world, as well as encouraging the highest aspirations, expecting every student to gain a place at university or enter skilled employment.

Safe Recruitment Procedure

The AAT is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below, but can be provided in more detail if requested.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Shortlisting

Only those candidates meeting the relevant criteria indicated in the personal specification will be taken forward from application.

Interview

Those shortlisted will take part in an interview with questions relating to the job description and person specification and may also have to take part in a selection exercise such as a lesson observation.

"To be able to dream about the future, while being inspired in the present to reach those dreams" Dr. Russell J. Quaglia



Where necessary, candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference checking

At least two references will be requested, normally from the previous and current employers. These may be contacted before the interview and in all case before an offer of appointment is confirmed.