



Royal Greenwich
Trust School
Learning Today, Leading Tomorrow
PART OF UNIVERSITY SCHOOLS TRUST



Candidate Information Pack

Higher Level Teaching Assistant

Learning Today, Leading Tomorrow
Responsibility | Grit | Teamwork | Success





“ Providing transformational educational opportunities for all children...”



Higher Level Teaching Assistant Royal Greenwich Trust School

University Schools Trust

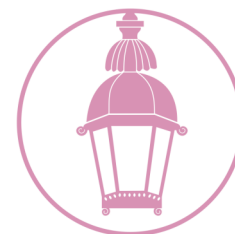
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Welcome



Thank you for your interest in the advertised post at the Royal Greenwich Trust School. We are proud to be a part of the University Schools Trust, a cross-borough multi-academy trust which includes St Paul's Way Trust School and St. Paul's Way Trust Foundation School in the London Borough of Tower Hamlets.

As part of the University Schools Trust, we have strong partnerships with 6 world-leading universities and other key organisations. Together we are working collaboratively to deliver the best outcomes and life chances for our students.

Our staff are our greatest asset and we are working with the UST to develop an exciting people strategy, focused on purposeful practice, bespoke professional development and meaningful staff wellbeing.

The UST provides staff in all its schools

with a wide range of accredited courses, training opportunities and networking events to support collaborative practice.

Our website will give you a broader picture of our school including key information and a sense of what our community stands for:

www.rgtrustschool.net

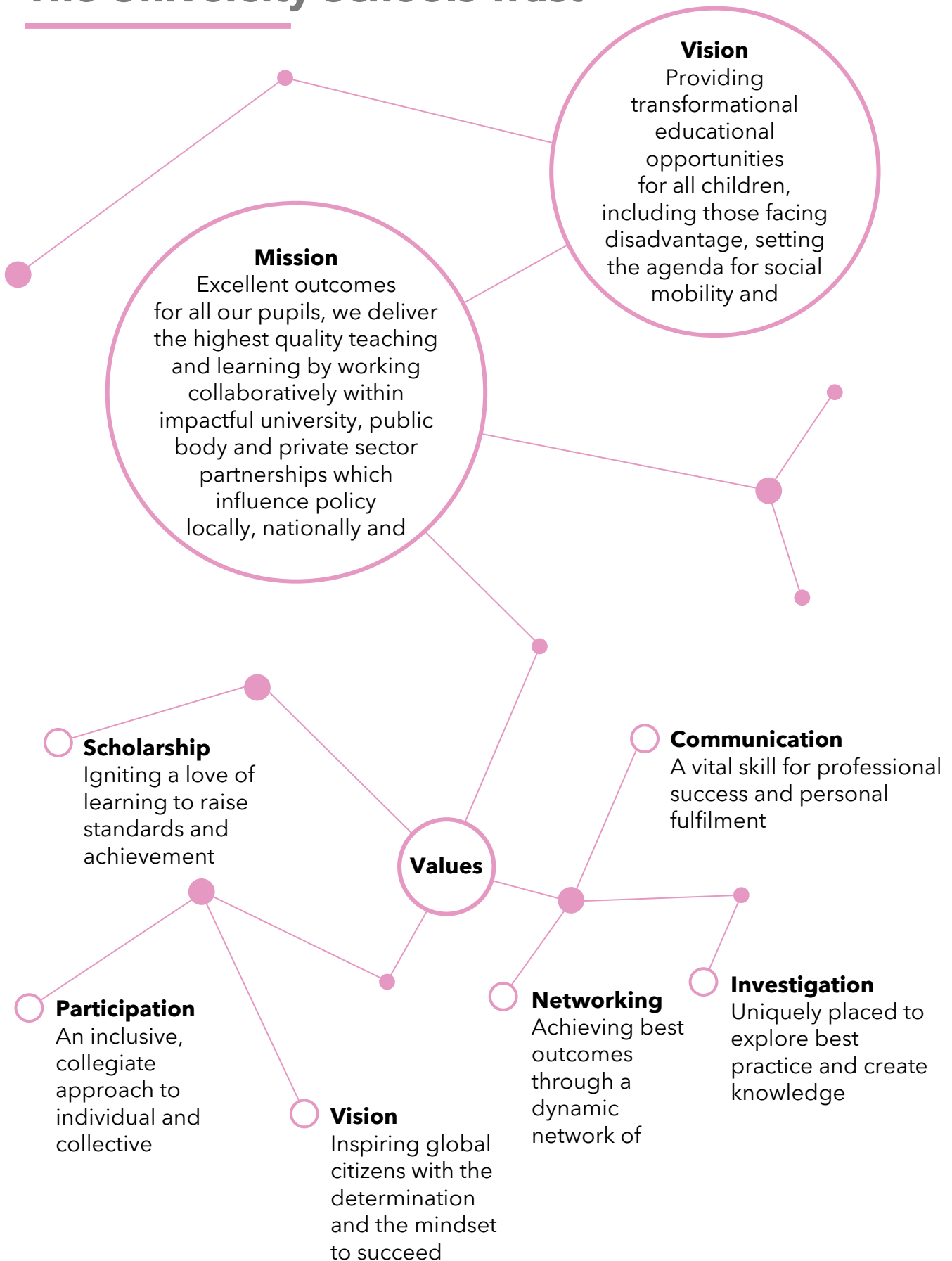
If you are interested in applying for the post and would like to arrange an informal discussion, please contact the HR Team on 020 8312 5480 ext. 2515 or email Recruitment@rgtrustschool.net.

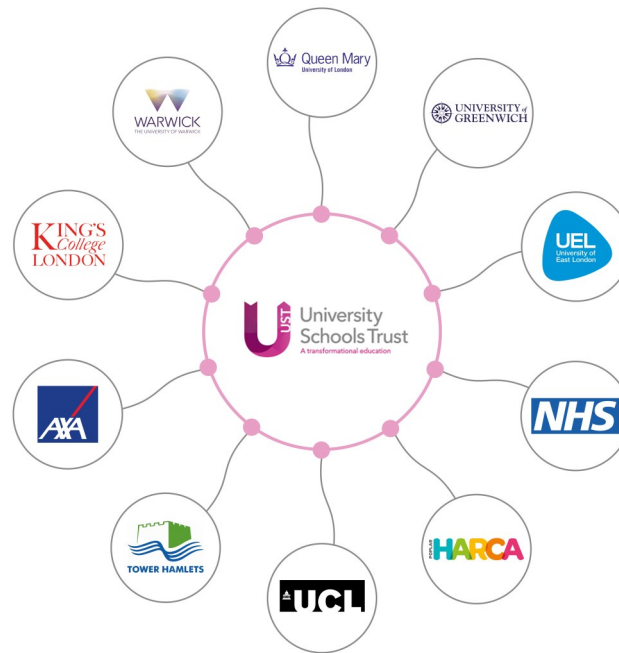
Caroline Toyne

Headteacher

Learning Today, Leading Tomorrow

The University Schools Trust





The University Schools Trust (UST) and our schools provide excellent education, derived from exceptional teaching and learning, for thousands of pupils each year.

UST is a unique partnership of six world-leading universities and five sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach - educating from nursery to university and beyond - to all aspects of our work. Our teaching practice is effective, our students are academically challenged and we use our resources efficiently. The inspirational staff at UST are our greatest resource, and they are encouraged to innovate,

share and continually raise our standards. The UST School of Education, our innovative centre of excellence for school improvement, supports all our teaching and learning. Our university links enable us to co-commission and participate in research to stretch our knowledge of what works and why, and our culture of open collaborative partnership encourages staff to share and learn with other education professionals.

By developing a culture of growth and excellence, the School of Education adds value to our greatest resource - our staff.

For more information about our School of Education please see:

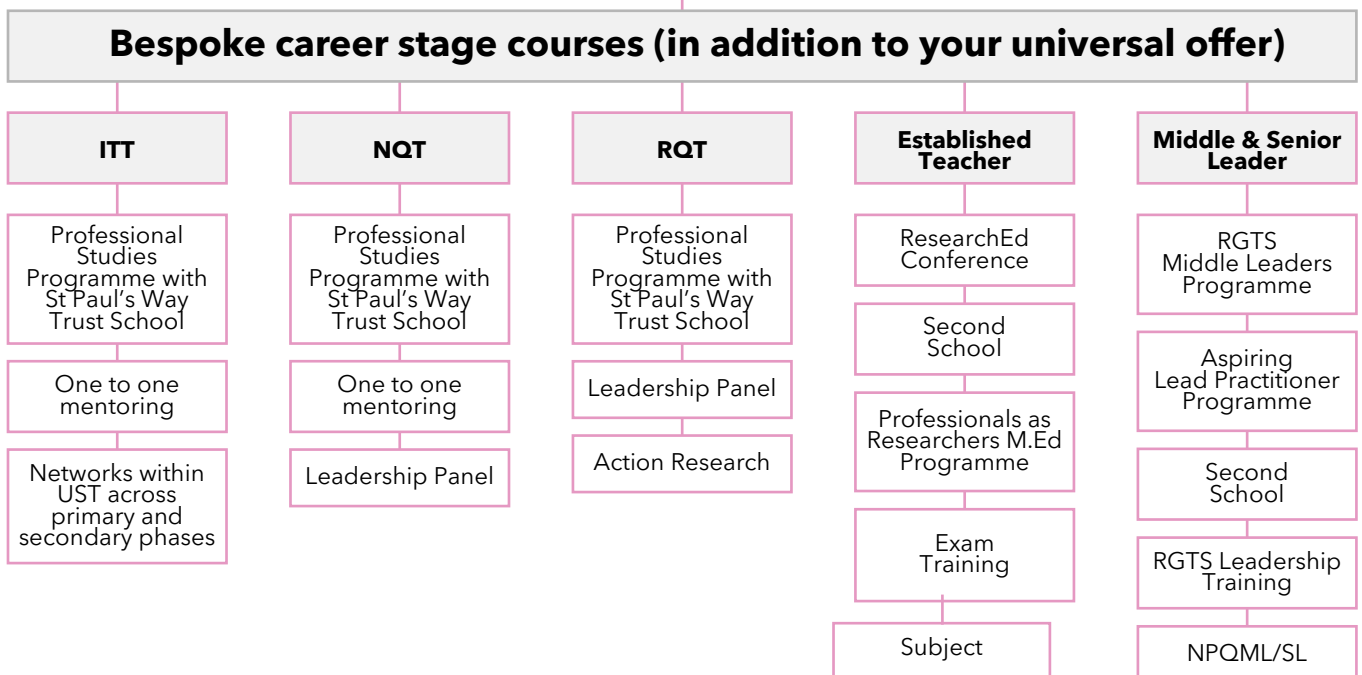
www.ust.london/444/school-of-education

Continual Professional Learning

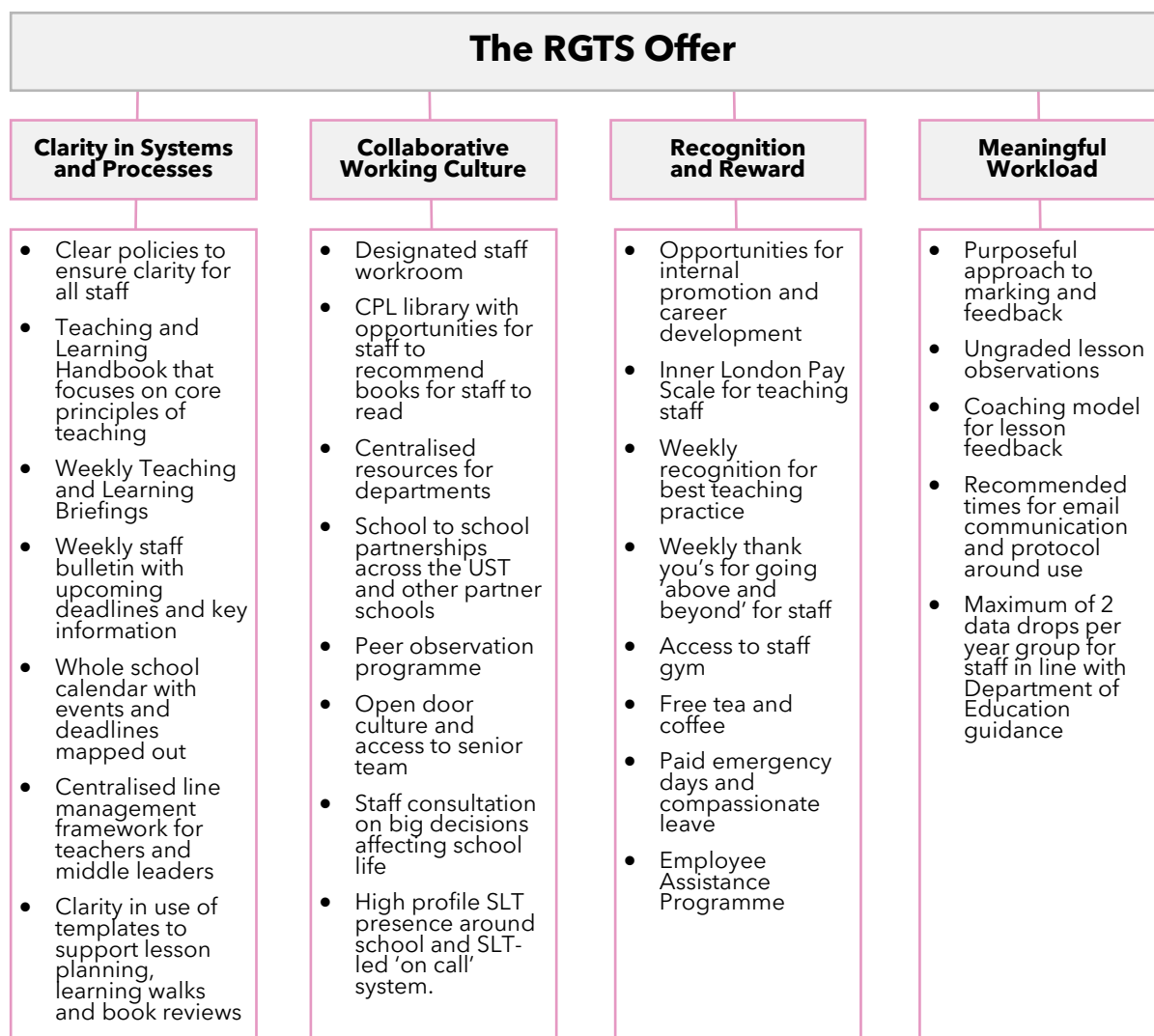
At RGTS we are committed to ensuring that all staff across the school are given opportunities to develop their practice in order to excel as professionals. This is achieved through a programme of internal and external training with an extensive network of training providers across London, our staff have access to the highest quality of training available.

All teachers at RGTS have access to regular opportunities for training and development, both as individuals and as part of their wider faculty teams. This includes:

- Weekly teaching and learning briefings where colleagues share best practice
- Masterclasses for specific areas of pedagogical development
- Twilight sessions for extended faculty-based training
- Learning labs that allow teachers to conduct peer to peer observations



Staff Benefits and Well-being



RGTS is committed to ensuring that staff are supported and that their wellbeing is considered at school. To that end, strategies to support staff are grouped into four

- **Clarity in Systems and Processes** - staff are given clear direction and that time can be managed effectively.
- **Collaborative Working Culture** - staff are able to access peer to peer support and work together to minimise personal workload.
- **Recognition and Reward** - staff feel valued for their contributions to the school and that staff are encouraged to go the extra mile.
- **Meaningful Workload** - decisions are mindful of staff workload and efficient working practice.

Job Title:	Higher Level Teaching Assistant
Location:	Royal Greenwich Trust School
Responsible to:	Compass Centre Manager
Full/Part time:	Full Time, Term Time Only (39 weeks)
Grade:	Scale 5: Salary Range £26,177 - £27,403 per annum (prorated)

INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust, we are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

JOB PURPOSE

The role of the Higher Level Teaching Assistant at RGTS is key to ensuring the school achieves a positive climate for learning where every young person can succeed, feel safe and possess a sense of belonging within our learning community and to complement the professional work of teachers by taking responsibility for various programmes under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups and monitoring students and assessing, recording and reporting on students' achievement, progress and development.

This is a significant role within our inclusion team which involves working with

- a range of colleagues in the school
- young people from all year groups and in partnership with their parents/carers

This role would suit an individual who is committed to improving the lives of young learners and enjoys working within a range of teams to achieve that goal.

This dynamic role requires an individual who is prepared to adapt to the context of the school and, most importantly, the needs of young people. Consequently, regular reviews through line management may result in some changes in the main duties associated with this post.

SPECIFIC RESPONSIBILITIES

Responsible for:

Support for Students

- Assessing the needs of students and using detailed knowledge and specialist skills to support students' learning.
- Establishing productive working relationships with students, acting as a role model and setting high expectations.
- Promoting the inclusion and acceptance of all students within the provision.
- Encouraging students to interact and work co-operatively with others and engage all students in activities.
- Helping students to access the curriculum and at the same time promoting independence and employing strategies to recognise and reward achievement of self-reliance.
- Providing feedback to students in relation to progress and achievement.
- Developing and implementing student support plans where appropriate.
- Supporting students consistently whilst recognising and responding to their individual needs.
- Supporting the wider curriculum delivery by attending visits and trips off site.

Support for Teaching Staff

- Organising and managing an appropriate learning environment and resources.
- Contributing to the planning and evaluation of learning activities for individuals and groups by liaising with and maintaining effective working relationships with colleagues.
- Planning challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Preparing adjusted resources to suit the needs of the learners.
- Monitoring and evaluating student responses to learning activities through a range of assessment strategies against pre-determined learning objectives.
- Providing accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Recording progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- Working within the established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Supporting the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on student progress/achievement.
- Administering and assessing/marking tests and invigilating exams/tests.
- Delivering learning activities to students within an agreed system of supervision, adjusting activities according to student responses/needs.
- Using ICT effectively to support learning activities and develop students' competence and independence in its use.

- Advising on appropriate deployment and use of specialist aid/resources/equipment. Select and prepare resources necessary to lead learning activities, taking account of students' interests, language and cultural backgrounds.

Support for the Compass Centre

- Complying with and assisting with the development of policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Awareness and supporting difference and ensure all students have equal access to opportunities to learn and develop.
- Contributing in collaboration with the Compass Centre Manager to the overall ethos/work/aims of the provision.
- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students.
- Attending and participating in regular meetings.
- Participating in training and other learning activities as required.
- Contributing to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
- Recognising own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Taking the initiative as appropriate to develop multi-agency approaches to supporting students.

COMMON ROLES OF ALL TRUST MEMBERS

Leadership: Vision and Values

- Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents and wider community the vision, purpose and leadership of the Trust.
- To ensure equal opportunities for all.
- To be committed to safeguarding and to promoting the welfare of all young people.
- To assist in the development of a culture and environment in which young people thrive and to drive forward innovation.
- To drive educational standards, promote life-long learning and continually improve outcomes for all
- Lead and contribute to an ethos in the Trust where well-being and respect are at the heart of the Trust and each student is valued and nurtured to develop personally and educationally.

Leading and Managing Others and Self

- Take responsibility for the day-to-day management of designated staff.
- Develop and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets and take responsibility for own development.
- Actively engage in the performance review process.
- Work within the Trust's Health and Safety policy to ensure a safe working environment for staff, students and visitors.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, colleagues and visitors.
- Adhere to Trust policies and procedures.

Additional requirements:

- The post holder must demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post.
- Carry out the work of the job in a way that is consistent with the culture, ethos, Equalities and Inclusion policies of the school and the University Schools Trust.
- The Trust is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment, recording and reporting all concerns to the appropriate person and disclosures to the relevant professional.
- Undertake all duties with due regard to the provisions of health and safety regulations and legislation, Data Protection/GDPR, the Trust’s Equal Opportunities policy and Use of ICT policy.
- Complete any training required to improve performance and take part in the school performance management systems (where relevant).
- Undertake such other duties as are commensurate with the post and which may reasonably be required by the Trust.

JOB AGREEMENT

The postholder will be line managed and appraisal managed by: Compass Centre Manager

The above job description was agreed on (date). It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual appraisal process.

_____ Signed by (Postholder)

_____ Signed by (Headteacher)

PERSON SPECIFICATION

Essential	
Qualifications	<ul style="list-style-type: none"> • GCSE at grade 4+ (A* - C) in English and Mathematics or equivalent • Evidence of further study and qualifications beyond the age of 16
Experience	<ul style="list-style-type: none"> • Meet Higher Level Teaching Assistant standards. • Excellent interpersonal and organisational skills. • An understanding of child protection policies and procedures in schools. • Have experience of planning and delivering lessons to small groups and 1:1 • Willingness and motivation to participate in any training or development required to improve skills / performance. • Knowledge of working with young people in the context of supporting them with their learning, behaviour and well-being. • Full working knowledge of ICT to support learning. • A commitment to working within a range of teams to support young learners.
Characteristics/ Attributes	<ul style="list-style-type: none"> • Able to organise one's own work, to prioritise tasks and keep deadlines. Able to work independently as well as part of the team. • Constantly improve own practice/knowledge through self-evaluation and learning from others • Able to provide support and guidance to colleagues on professional development opportunities • Able to be flexible and respond effectively to the 'unexpected' • Able to communicate and interact effectively with parents/carers, staff, learners, and external stakeholders. • Seek support to overcome communication barriers with children and adults.

Application and Selection Process

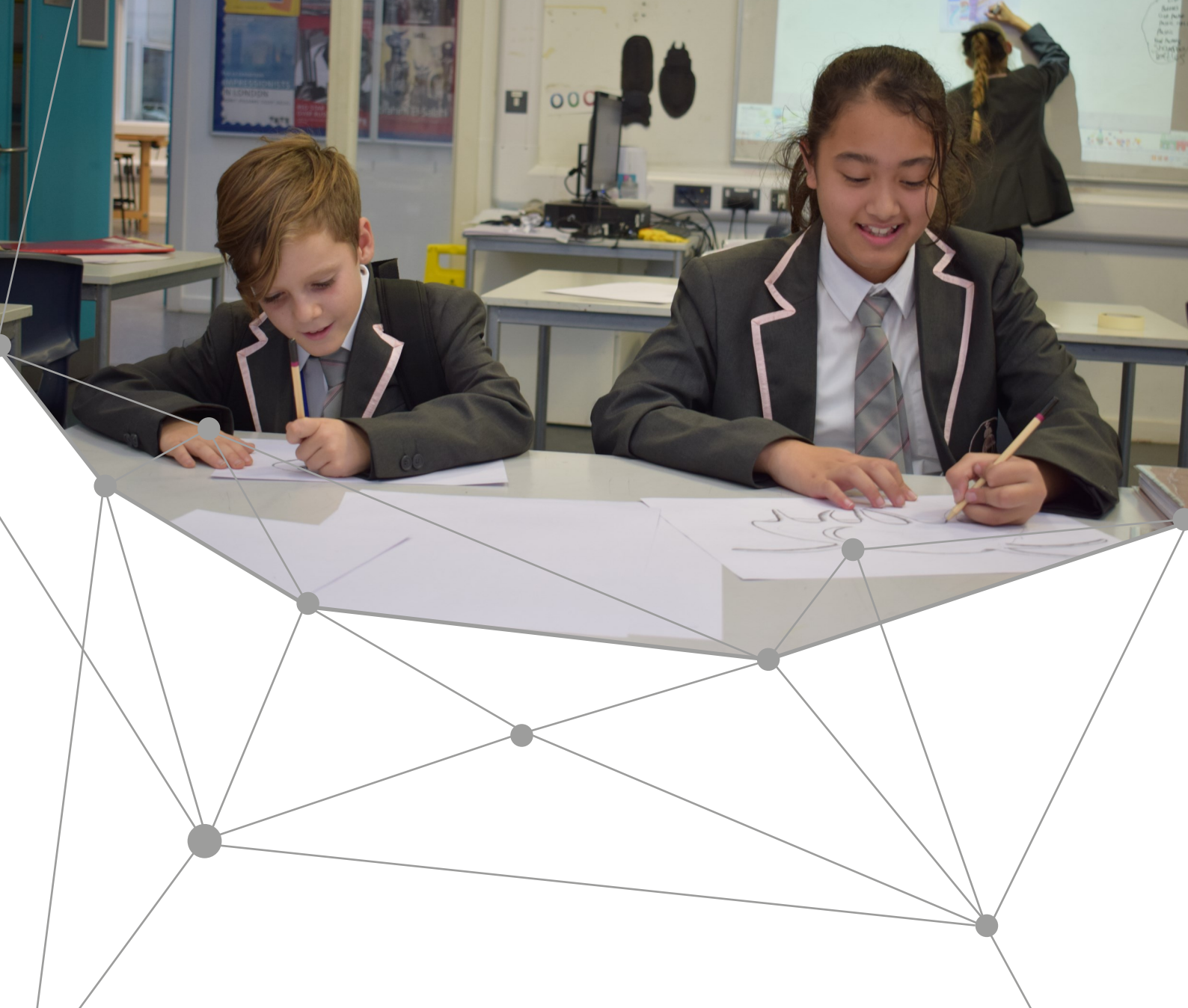
All applications will be acknowledged and there is a nominal closing date for this role. Candidates are encouraged to submit their applications as soon as possible as preliminary shortlisting may begin as soon as they are received.

To apply please:

- Visit <https://www.rgtrustschool.net/vacancies> and follow the link to complete your application form.
- Provide a personal statement (no more than 2 sides of A4) which demonstrates your suitability for this role based on your experiences and achievements to date and how you meet the criteria set out within the job description and person specification.
- Provide two professional references, one of whom must be your current Headteacher.

Deadline for applications to be received is **Monday 3rd July 2023, 9.00am**





Royal Greenwich Trust School

Learning Today, Leading Tomorrow

QUALITY AND COMMUNITY THROUGH LEARNING & TRUST

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