





Message from the CEO

*“Being the best we can be by uniting schools, communities and families
to secure success for all young people”*

Thank you for your interest in joining Areté Learning Trust. I hope that you find the information contained in this recruitment pack helpful. We are a small and relatively new trust, comprising Northallerton, Richmond and Stokesley Schools. Needless to say, there are strengths in all three schools and staff work together to drive improvement across the trust. In an educational climate in which there is so much volatility and change, we seek to ensure we can secure our future, stay true to our values and work with others who are similarly committed to helping all young people, whatever their starting point, to “be the best they can be.”

The following statements of intent were established when the trust was founded in 2015:

As ALT educational leaders we strive to ensure that -

- *high-quality teaching to secure the highest standards of achievement for all children is the absolute priority in all ALT academies*
- *we use performance data to improve the life chances of children, not to score points in league tables*
- *we recognise the value of rich learning experiences, including those not the current focus of political ideology*
- *our academies are characterised by values including hope, kindness, generosity of spirit and compassion, not punishment and control*
- *we prioritise the needs of children not the system*
- *children learn to love learning, as well as achieving well*
- *we serve local communities*
- *whilst children’s family circumstances can sometimes make learning extremely difficult, they must never be a barrier to aspiration*
- *a child’s postcode should not determine his/her future and, whatever their starting point, we should have high expectations of them all*
- *we accept the responsibility to collaborate and work in partnership with other schools, especially those who are in need of support*
- *we don’t fall back on a “one size fits all” approach to learning*
- *we value and develop our staff to enable them to get the best out of our children and young people*

As a member of staff, in one of our schools, we expect the successful candidate to be supportive of these values – we are one organisation and we are all responsible for securing the best-learning experience for every child, irrespective of his/her postcode or the school gates through which he/ she walks every morning.

Kind regards

Catherine Brooker



Areté Learning Trust Values Statement

What's in a name?

ἀρετή - *“being the best we can be”*

We chose the touchstone of **ἀρετή**, translated from the Greek as Areté, which, in its basic sense, means excellence of any kind. The word encapsulates our sense of purpose. It was the most articulated value in ancient Greek and resonates for us as it did centuries ago.

In Greek mythology, it embraces wider ideals, including moral values, the idea of excellence being intrinsically linked to the concept of perfecting oneself. In the ancient world, this notion of excellence encompassed the aspiration to fulfil purpose – *becoming the best one can be* – it is associated in mythology with bravery, with generosity of spirit and with achievement. The concept implies that as individuals and as a community, our actions matter: in a complex world, human value and meaning can be judged by our contribution, our efforts, behaviours and self-improvement. The word **ἀρετή** is analogous to deep learning – the pursuit of knowledge, in terms of self-awareness as well as academic study: the belief that studying is the highest form of happiness is particularly appropriate for schools.

Hence our simple statement to capture a complex aspiration, encompassing all the more subtle nuances of the philosophy, and encapsulating our vision that every child, whatever his or her circumstances and starting point, has unique skills and qualities and given the support, encouragement, opportunity and challenge to achieve, can do so. It is our task to create a context for them to thrive, academically, personally, socially, to experience the real joy of learning, as well as preparing them for the adult world.

When the trust was established in 2015, we decided to adopt the principle of “being the best we can be” previously a touchstone of Stokesley School, the first ALT member. As a trust we extended this:

Areté Learning Trust: “Being the best we can be -

by uniting schools, communities and families to secure success for all young people”

Catherine Brooker

CEO: Arété Learning Trust



Advanced Teaching Assistant
Grade D (£13,751.35 - £14,307.35 p.a. actual salary)
32.2 hours/week, Term Time Only
Permanent Contract

Dear Candidate

I am pleased to send you details of the above post. I hope you find the information you need in the enclosures.

If you wish to apply, please do so using the enclosed application form and include a letter of application. **Do not send a CV.** Return your application either via email to Sarah Boreham, our HR Administrative Assistant at Boreham.s@northallertonschool.org.uk or alternatively post your application to Mrs Vicki Rahn, Head of School, Northallerton School & Sixth Form College, Grammar School Lane, Northallerton, DL6 1DD. Please ensure your application arrives no later than **10am on Monday 9th December 2019**. Please mark your envelope '**Advanced Teaching Assistant**' in the top left-hand corner.

I hope you will accept my thanks in advance for your interest in the post, and excuse my discourtesy in responding only if you are shortlisted for interview.

I look forward to hearing from you.

Yours sincerely



Mrs Vicki Rahn
Head of School

Welcome from the Head of School

It is my delight and privilege to have been appointed as Head of School of Northallerton School & Sixth Form College. I have worked as the vice principal and then the interim principal last year. I have thoroughly enjoyed working in the school and I have every confidence in the journey the school has begun. I am determined that the school builds on its legacy and continues to improve and maintain its position at the heart of the community.

I am ambitious in my belief that all our students should have access to the best possible learning opportunities. I further believe that through our continued work together we will achieve great things. Our priority is to secure a strong partnership between us all to achieve **‘the best we can be’**.

It is an exciting time for the school as we become part of the Areté Learning Trust. I am looking forward to working with the whole community as we strive for even greater success for all our young people. By working together we can ensure that all students enjoy their time at this school, make excellent progress and leave us with the necessary skills and attitudes to lead successful and fulfilling lives.

As we embark on this next chapter in the school’s long and rich history, we encourage you to join us on the journey. If you wish to visit the school, please do contact our HR department and ask for a tour round. We would be delighted to show you all that the school and college has to offer.

With all best wishes,

Mrs V Rahn
Head of School

Our Mission Statement

Our Mission

Our aim is that we learn and achieve together. We expect students 'to be the best they can be' through the values of:

- Respect
- Friendship and
- Excellence

To do this we:

- Ensure every student succeeds
- Shape our curriculum to meet students’ interests, needs and aspirations
- Strive to be effective in all we do
- Work in partnership in the interests of students
- Manage our resources to support our students.



JOB DESCRIPTION

POST TITLE:	Advanced Teaching Assistant		
GRADE:	D, Points 4 - 6		
RESPONSIBLE TO:			
STAFF MANAGED:	None		
POST REF:		JOB FAMILY:	E - Education/School
JOB PURPOSE:	The core focus of this job is to work, under the direction of the teacher and other appropriate staff, in assisting in and contributing to the planning, delivery and evaluation of the learning process. The post holder will work in classes or other appropriate locations with access to support and guidance, supervising groups and /or individual pupils.		
CORE ACCOUNTABILITIES			
Supporting Learning and Development	<ul style="list-style-type: none">Assist in the planning and evaluation of learning activities with the teacher. Deliver learning activities for individuals and groups of learners under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to support the needs of allocated pupilsWith the teacher, plan and deliver small group interventions, with clear objectives and appropriate learning outcomesMonitor and record learner responses and learning achievements and give appropriate feedback to teachers towards the overall assessment of learner progress and attainment made by the teacher and other professionalsInteract with learners in ways that support the development of their ability to think and learn, including the use of careful questioningSupport and assist in the development and implementation of appropriate behaviour management strategiesTake account of the effects of different parenting approaches, backgrounds and routines, and be involved in home school liaison, as directed by the teacherSupport learners in their social and emotional wellbeing in implementing relevant social, health, and physical programmes, including for those with health, social and physical needsEscort and supervise learners on educational visits and out of schools activities under the supervision of a teacherUndertake break supervision as required		
Communications	<ul style="list-style-type: none">Establish rapport and respectful, trusting relationships and communicate effectively with learners, their families and carers, and other agencies / professionals, sharing confidential information as required.Initiate appropriate and effective communication with the teacher, and other professionals, forging and sustaining relationships across agencies		
Sharing Information	<ul style="list-style-type: none">Assess, record and report on learners attainment and progress within assessment and reporting processesParticipate in meetings with other staff, external professionals and parents regarding learners, in a support capacity to the teacher, who will normally lead on such mattersAssist in the induction and development of classroom support staff, cascading information and good practicePay due regard to professional boundaries, maintaining appropriate levels of confidentiality		

	<ul style="list-style-type: none"> • Share information confidentially about learners with teachers where appropriate
Safeguarding and promoting the welfare of learners	<ul style="list-style-type: none"> • Carry out tasks associated with learner's personal hygiene and welfare, including personal intimate care, physical and medical needs, whilst encouraging independence • Dealing with accidents, emergencies and illness by following agreed procedures, including reporting and recording. E.g.by dealing with risks and hazards according to procedures. • Be responsible for promoting and safeguarding the welfare of learners in line with policy and legislation, raising concerns as appropriate
Resource Management	<ul style="list-style-type: none"> • To assist in the induction and development of classroom support staff as required.
Administration/Other	<ul style="list-style-type: none"> • Assist the teacher and work as directed in preparation of the classroom and resources for planned work to take place • Undertake routine clerical duties as required • Support the use of ICT and adhere to relevant policies • Supervise and provide access arrangement for pupils sitting internal and external examinations and tests, ensuring that examinations comply with Examination Board Regulations

PERSON SPECIFICATION

POST TITLE:	Advanced Teaching Assistant
--------------------	------------------------------------

Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
Knowledge <ul style="list-style-type: none"> • Good understanding of child/ young people's development and learning processes • Understanding of individual children and young people's needs • An understanding that children/Young people have differing needs and knowledge of inclusive practice 	<ul style="list-style-type: none"> • Knowledge of Behaviour Management techniques • Knowledge of Child Protection policies & Procedures • Knowledge of Health & Safety legislation
Experience <ul style="list-style-type: none"> • Appropriate experience working with learners in an education setting 	<ul style="list-style-type: none"> • Experience in other relevant skills e.g. art/music/sport • Experience of delivering evidence based interventions that accelerate learning
Personal Qualities <ul style="list-style-type: none"> • Demonstrable empathy with learners • Ability to work successfully in a team • Able to exercise judgement • Confidentiality • Flexibility 	<ul style="list-style-type: none"> • Creativity
Occupational Skills <ul style="list-style-type: none"> • 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 • Behaviour management • Good reading, writing and numeracy skills • Ability to relate to children and young people • The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post. 	<ul style="list-style-type: none"> • 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
Qualifications <ul style="list-style-type: none"> • Relevant NVQ Level 3 or equivalent to evidence good numeracy and literacy skills. 	<ul style="list-style-type: none"> • Appropriate first aid training

NB – Assessment criteria for recruitment will be notified separately.

You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be tested in some or all of the skill specific areas over the course of the selection process.



Northallerton

Northallerton is located in the centre of the beautiful county of North Yorkshire, set between the Yorkshire Dales National Park to the west and the North York Moors National Park to the east. The school is approximately 10 minutes from the A19, making it easily and quickly accessible from Teesside, York and Leeds.



Northallerton School & Sixth Form College

Since 1973, Northallerton has been served by two comprehensive schools about one mile apart – the Allertonshire School (11-14 middle deemed secondary) and Northallerton College (14-18). In April 2015 these two schools merged to become a single 11-18 school called Northallerton School & Sixth Form College. On the 1st September 2019 the school became an academy and joined the Arete Learning Trust.



Child Protection Information/Instructions for applicant

We are committed to safeguarding and promoting the welfare of Children and Young People and ensuring that employees are suitable persons to work with them:

1. All applicants are requested to provide in their application, explanations for any gaps in study and/or employment history. Applicants should include in the Previous Employment section of their application form, details of any other unpaid work/experience, for example, voluntary work.
2. Applicants are advised that references should be from “suitable” referees, that is, the current or most recent employer and, where this did not involve work with children and young people, the most recent employer where the work was with children or young people. Where we consider that additional references are required, we reserve the right to request details of alternative referee(s) from the candidate. In line with Safer Recruitment and Selection Guidance, for appointment to this post, references will be taken up prior to interview.
3. All reference requests will specifically ask for information about the candidate’s suitability to work with children and young people and will request details of: any disciplinary procedures and the outcome of these; any allegations or concerns relating to Child Protection and/or the welfare of children and young people; details of any criminal convictions, cautions or bind overs.
4. At interview, candidates will be asked about any allegations or concerns raised against them and the outcome of these, including the details of both current and expired disciplinary sanctions. Interviewees are required to bring to interview original documents relating to identity and qualifications.
5. All appointments will be subject to a satisfactory, enhanced level DBS check, a minimum of two satisfactory references and medical clearance. **This post is exempt from Section 4(2) of the Rehabilitation of Offenders Act 1974** therefore all convictions, cautions and bind overs, including those regarded as “spent” must be declared. Any pending prosecutions, current court proceedings and police enquiries relating to you, also must be disclosed. If you have any of these, you must provide details in a sealed envelope, marked confidential, attached to your application form. Applicants are required to declare if they have been referred to or included on List 99 or PoCA List, barring or restricting work with young people or vulnerable adults. For new employees, the appointment will be subject to satisfactory completion of a six month probationary period (Applies to school support staff posts).
6. On induction, all staff will be provided with Child Protection training, appropriate to the role, including information regarding the North Yorkshire Safeguarding Children Board’s, Local Authority’s and School’s Child Protection and Safeguarding Policies and Practice Guidance and information on expected safe working practice, standards of conduct and behaviour and disciplinary, capability and whistle-blowing procedures.