



Higher Level Teaching Assistant



Dear Candidate,

Thank you for your enquiry regarding the position of **Higher Level Teaching Assistant** at Oasis Academy Enfield. We are part of Oasis Community Learning which runs over 50 academies across the UK. We need an enthusiastic and talented person to join the Inclusion team supporting students with additional needs.

I hope you find the information pack helpful. If you would like to know more about us before you apply please see our website www.oasisacademyenfield.org. We welcome visits to the Academy. For an informal, confidential discussion, or to arrange a visit please contact Agnieszka Brzeska-Dobrzanska, on 01992 655 424 or enfield.HR@oasisenfield.org

If you would like to apply, please complete the Application Form (CVs are not accepted) and return it by either of the following ways:

Email: enfield.HR@oasisenfield.org

Post: PD Officer
Oasis Academy Enfield
9 Kinetic Crescent,
Innova Park,
Mollison Avenue,
Enfield, EN3 7XH

The closing deadline for applications is no later than **8am on Friday 13th October 2023**. Applications will be reviewed on an ongoing basis so early applications are encouraged.

Please ensure you provide the name, address and status of two referees, one of whom should be your current Headteacher. Candidates should be aware we will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview.

Interviews will be on **TBC**. If you have not been invited to attend by **Tuesday 17th October 2023**, you should assume that your application has not been successful. Unfortunately, we will not be able to provide feedback on your application at this stage.

I wish you well and thank you once again for your interest in what we think will be a rewarding post.

Yours sincerely,



Rory Sheridan
Co-Principal

About Oasis Academy Enfield

Oasis Academy Enfield opened in September 2007 as a new academy. Initially a group of portacabins and a pioneering spirit, the Academy moved into its £30 million purpose-built accommodation two years later on Innova Business Park, 12 minutes walk from Enfield Lock Station.

The Academy has enjoyed considerable success in its 16-year history. In 2018, Ofsted confirmed that we continue to be a good academy.

Academy leaders and staff share high expectations for all students

Students behave well, and treat each other and staff with respect

Safeguarding is a strength of the Academy, and staff are proactive at supporting the children to stay safe both in school and out

Students feel safe and happy in school. Parents support this view and are happy with the progress their children are making

We provide students with high quality teaching, which not only enables them to make to the best possible progress and achieve the highest grades, but also equips them with the skills, behaviour and character, which will help them be successful and make a positive contribution to their community.

The Sixth Form offers a wide range of courses and the highest standard of teaching and enrichment activities. We want all our students to gain the qualifications that enable them to move onto college, work apprenticeships or university. Around 95% of our sixth form students progress to university with two thirds going to Russell Group and other leading universities following a wide range of courses from English, History to engineering, psychology and law.

We are committed to providing staff with high quality professional development. Masterclasses run by experienced colleagues focusing on academy priorities are available to all teachers. We hold middle and senior leadership courses run by Institute of Education at UCL open to all staff who want to develop their skills in their current role or look towards the next step in their career.

The induction of new staff is important. We have a tailored programme for staff in training, which is tailored to meet their needs. All new staff have an experienced mentor who will meet with them and support them as they settle into the Academy. In addition, ECTs are also have an Induction Tutor who is responsible for supporting them in successfully completing their Induction year.

As part of the Oasis family of academies we benefit from wide range of opportunities to network with colleagues across the region and nationally through a variety of joint training and professional development opportunities. National Lead Practitioners offer advice and guidance and share resources through concerns and visits to the academy. The annual regional conference brings all the staff across London and the South East together to network and share best practice from across the region.

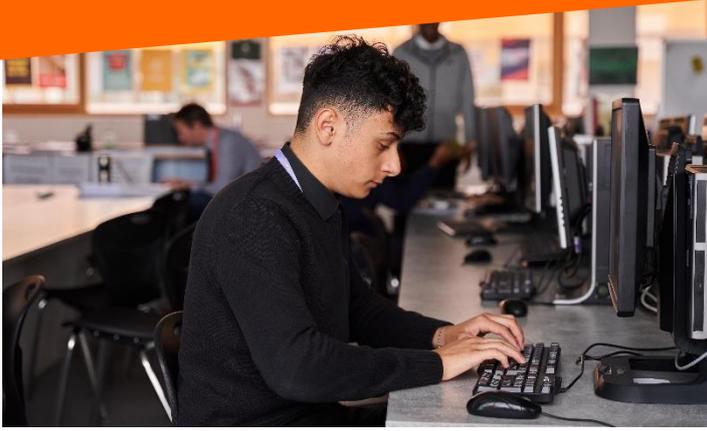
The Academy mainly serves the ethnically and economically diverse local communities of Enfield Lock and Enfield Island Village. A number of students travel from Ponders End, Edmonton and further afield to the Academy. The intake is mixed, some students live in the private housing close to the academy and others come from some of most deprived housing areas in the country. High numbers of students are eligible for pupil premium. There is a high proportion of students with English as an additional language (54%) with over 60 languages spoken. Turkish, Black Caribbean, Black African and White British are our biggest ethnic groups. Despite the challenges many of our students face in their day to day lives our students are ambitious and work hard, seeing education as the key to a successful future.

Oasis was established in 1985 and has grown into a group of charities working to deliver housing, training, youth work, health care, family support and primary, secondary and higher education. In the UK Oasis employs over 4000 staff as well as working with over 1000 volunteers. Oasis work in ten other countries around Europe, Africa, Asia and North America. Our academy is twinned with projects in Uganda and Kyrgyzstan.

Oasis Community Learning is an education trust established in 2004 with the express purpose of transforming lives and communities through the development of Oasis Academies. There are over 50 academies each with their own character and identity and as one organisation are committed to share effective practice across the group. As a leading academy sponsor Oasis is a growing organisation which is committed to improving the life chances of children, young people and the communities they live in.

The Oasis Hub Enfield supports the work of the Academy providing integrated, high-quality services that benefit the whole person and the whole community. This is achieved by bringing together the Oasis ethos and values, local and national resources and expertise, and working together in and with local partners. Enfield Hub's work includes youth work, family support services, holiday activities, volunteering, community engagement, lettings as well as the Academy.

To view the prospectus and watch a short video on Oasis Academy Enfield please follow the link below:
<https://www.oasisacademyenfield.org/about-us/working-at-oasis-enfield>



About Oasis Community Learning

The vision of Oasis Academies is to create both outstanding schools and community hubs. As well as delivering first-class and innovative education, Oasis builds 'Hubs' in the area it works in; creating safe and inspiring local neighbourhoods that provide integrated and diverse services to benefit the whole person and the whole community.



Oasis Community Learning seek to create and sustain networks of excellent learning communities working in the context of the Oasis Ethos where every student can reach their full potential. Oasis believes this can be achieved through clear leadership, outstanding staff, a positive and affirming environment, strong partnership between students, parents/carers and the local community, along with the wider national and international links the Oasis' global operations create.



Our ethos is an expression of our character- it is a statement of who we are and therefore a lens through which we assess all we do. The work of Oasis Community Learning is motivated and inspired by the life, message and example of Christ. This is encapsulated by the following five statements:

- a passion to include everyone
- a desire to treat everyone equally, respecting differences
- a commitment to healthy and open relationships
- a deep sense of hope that things can change and be transformed
- a sense of perseverance to keep going for the long haul



The full Education Charter explains how our ethos impacts in Oasis Academies and can be found on www.oasiscommunitylearning.org

About the Inclusion Team

Inclusion is at the heart of our work at Oasis Academy Enfield. We work hard to support our students so that they can achieve their very best and access a broad and balanced curriculum.

We believe that every student, including those with Additional Educational Needs (AEN), should have equality of opportunity. We have a creative approach to inclusion and use a wide range of support strategies. These include a successful in class support, reading schemes, online schemes in both literacy and maths and regular mentoring. Our well-equipped Nurture room provides support for students with various needs, including physical needs, as well as providing somewhere quiet to go to at break and lunchtimes.

We support students with a wide range of additional needs: cognition and learning, communication and interaction (including autism), social, emotional and mental health, as well as those with physical and sensory needs. We work closely with the local authority, especially with the educational psychology service, speech and language therapy and the autism advisory service.

The inclusion team is a hardworking, friendly team made up of the SENCo, an Assistant SENCo, and learning support assistants (LSAs). Each LSA has a small caseload of students who they mentor regularly. Some LSAs offer support within specified subject areas. We work with students providing in class support, small group work and one to one work with students with specific needs. We also provide exam access arrangements for students in academy and public examinations. We also benefit from an internal Alternative Resource Centre (ARC) which supports the delivery of bespoke programmes for students that require additional interventions. Furthermore, we have a Mental Health Support Team, inclusive of an academy counsellor, which coordinates the academy's provision for young people's mental health needs.

The post of Higher Level Teaching Assistant will take a full part in the life of the school, and this includes curriculum and professional development opportunities, training days and other whole staff training opportunities (e.g. child protection). They also undertake duties and accompany school trips when required.

This is an exciting time to work at the Academy. Not only are there the fantastic opportunities provided by the Academy, but we are rapidly moving forward as an academy creating an inclusive environment, where every student has the opportunity to meet their full potential.



Job Description

POST:

Higher Level Teaching Assistant

ACCOUNTABLE TO:

Principal, under the day-to-day management of Assistant Principal of Inclusion and SENCo / Assistant SENCo

SALARY:

Scale 5 (12 - 18) (Outer London) £23,812 - £26,289 per annum plus Local Government Pension Scheme

KEY RELATIONSHIPS:

Academy Leadership Team; relevant teaching and support staff; students; partner professionals; parents; local community; other Oasis Academies and Oasis Community Learning central staff.

LOCATION:

Oasis Academy Enfield

WORKING PATTERN:

37 hours per week x 39 weeks per year

Disclosure Level:

Enhanced DBS

Job Purpose:

To undertake the tasks, duties and responsibilities as directed by the SENDCO/Assistant SENDCO, specifically supporting, and/or being a keyworker for, students in a particular year group with SEND.

The HLTA role will include a higher level of responsibility therefore will need to effectively liaise with Support staff, Heads of Year, Teachers, and External Professionals.

Responsibilities:

- Organising and delivering 1:1 support, intervention classes or small groups on a regular basis as appropriate or determined by the need of the cohort.
- Tracking and monitoring the impact of bespoke interventions once students return to the classroom.
- Leading other support staff in ensuring high quality support for children on the SEN register as well as other groups of children are being supported in the classroom.
- Feedback to the class teacher and SENDCO/Assistant SENDCO, creating a 'joined up' approach to the support of students with a variety of needs including learning, behavioural, communication, social, sensory, or physical difficulties and medical needs.
- To take a lead role in supporting a specific aspect of inclusion such as assessing students for access arrangements. This role may be subject to change and will be agreed in conjunction with the SENDCO.
- Support the academy to fulfil its responsibilities under the SEN Code of Practice.
- To promote and safeguard the welfare of children you come into contact with.
- To comply with Health and Safety regulations.

Duties

1. Strategic Development and Academy Development

- Responsible, as a member of staff, for promoting and developing a positive culture and to ensure that diversity within the Academy community is recognised and respected.
- Raise student achievement by developing outstanding practice in liaison with the class teacher.
- Contribute to the development of the Academy's vision, values and aims and to abide by agreed professional behaviours and attitudes.

2. Curriculum activities

- Work closely with class teachers, and other staff to ensure identified students' needs are met.
- Ensure all students are able to access to classroom activities by using a variety of teaching and learning strategies.
- Ensure that a high-quality learning environment is maintained in class, outdoors (where appropriate) and during out of hours activities.
- Work 1:1 or with small groups of students when this is part of the overall strategy for meeting the needs of the individual student.
- Work with individuals or groups of students on specified support programmes.
- Support curriculum teachers with the preparation and delivery of differentiated and varied teaching activities, giving feedback to staff where appropriate.
- Work closely with class teachers to ensure high quality support is given to both SEND/AEN students.
- Assist with and implement, under the guidance of appropriate professional staff, individual education plans, Education, Health Care Plans and Pastoral Support Programmes.
- Assist with the review of IEPs, EHCPs and PSPs as required.
- Support students with Access Arrangements in Academy and public examinations tests as required.
- Liaise with staff regarding issues affecting students and production of resources to support learning, assessment and revision.

3. Student Well-being

- Build and maintain close and secure relationships with students, ensuring that their care, health and well-being are promoted at all times.
- Provide minor first aid treatment.
- Support the induction process for children and families, which may include home visits with another member of staff as required.
- Assist in the physical management of individual students.
- Work with individual and groups of students to encourage them to achieve greater independence and self-confidence.
- Assist with extra-curricular activities clubs.
- Help with escorting students on educational visits
- Develop positive partnerships with parents and carers

4. General

- Attend training including the Academy's Training Days.
- Attend team meetings
- Carry out routine administrative tasks
- Participate in the Academy's Performance Management process

The person undertaking this role is expected to work within the policies, ethos and aims of the Academy, and to carry out other such duties as may reasonably be assigned by the Principal. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions, including extra-curricular activities, are fulfilled through direct dialogue with employees, contractors and community members.

All staff take an active role in the Academy's care and guidance of students.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The post holder will be subject to performance objectives agreed annually with the relevant body and these objectives will be reviewed annually.

Higher Level Teaching Assistant Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> GCSE English and maths at A*-C or level 2 equivalent Higher Level Teaching Assistant Qualification or a willingness to achieve First Aid at Work or a willingness to achieve 	<ul style="list-style-type: none"> Level Three qualifications
Experience, Skills and Knowledge	<ul style="list-style-type: none"> 2 years successful experience of working as a Learning Support Assistant in a school or academy setting Knowledge of the National Curriculum requirements Knowledge and understanding of Child Protection Procedures. Commitment to ensuring access to the curriculum for children with AEN Ability to motivate and encourage children to meet their targets for learning and/or behaviour Ability to show awareness to when it is appropriate to consult teachers about a student's behaviour, development, health or learning Knowledge and experience of using ICT The ability to converse at ease with parents/students and members of the public and provide advice in accurate spoken English Ability to write reports, keep working records and observations and contribute to student reviews Understanding of the practical application of Equal opportunities in an Academy context 	
Personal Qualities	<ul style="list-style-type: none"> Good organisational skills, ability to show initiative Ability to demonstrate patience with firmness Good communication skills Ability to lead a team and work as part of a team Ability to reflect Ability to form and maintain appropriate relationships and personal boundaries with children Emotional resilience in working in a range of challenging situations Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos 	

Explanatory Notes

Applications will only be accepted from candidates completing the enclosed Application Form. Please complete ALL Sections of the Application Form which are relevant to you as clearly

and fully as possible (Sections A & B). CVs will not be accepted in place of a completed Application Form.

Safeguarding Children & Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced Disclosure and Barring checks

1. Candidates should be aware that all posts in Oasis Community Learning involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
2. Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as “spent” must be declared.
3. If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether the disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
4. Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate be answered not applicable if your duties have not brought you into contact with children or young people.

Interview Process

After the closing date, short listing will be conducted by a Panel, who will match your skills/ experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy Disclosure and Barring check requirements such as a current driving licence including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing a change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

We will seek references on shortlisted candidates for Academy based positions and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

For Academy based positions, in addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline.

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon: -

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity and qualifications
- Vetting and Barring Checks
- Satisfactory Disclosure and Barring check
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period.
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

For teaching posts

- Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)
- Verification of medical fitness in accordance with DFE Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or ISA and/or other relevant investigating bodies.