



# Henlow Church of England Academy Application Pack

# Teaching Assistant



## Contents

- Welcome
- About Henlow Church of England Academy
  - Our Learning Support Department
  - Academic Results
  - Ofsted
  - SIAMS
  - Curriculum
- Our Mission Statement, Vision, Aims and Objectives
- Job Description
- Person Specification

## Welcome

Dear Colleague,

Thank you for expressing an interest in applying for the position of Teaching Assistant at Henlow Church of England Academy.

We have just over 740 pupils on roll across Years 5 to 9 and enjoy strong links with our feeder lower schools of All Saints, Derwent, Langford, Meppershall and Raynsford. Each year pupils also join us from a wider range of schools including children of military personnel and families wishing to continue their links with the church. Our vibrant sense of community and 'Henlow Values' really come alive on a daily basis.

Our staff comprises of 38 teachers and 49 support staff. The Senior Management Team is substantively the Headteacher, two Deputy Headteachers, two Assistant Headteachers, the SENDCo, the School Business Manager, the Operations Manager and a School Leader in Education.

The school's commitment to learning extends to staff as well as pupils: there is a well-developed structure for NQTs and other new members of staff, and a strong culture of ongoing professional development among our teaching and support staff. We are continually looking to develop innovative approaches to learning with an increasing focus on collaborative learning.

The school is going through an exciting period of change as we are in the process from a middle school, Years 5 - 8, to a secondary school Years 7 - 11. This is an area wide initiative and for an interim period of time we will become an extended secondary school accepting pupils in Year 5 and retaining them until the end of their GCSE's in Year 11. In September 2021 we will be accepting our first Year 9 pupils and will take them to GSCE in the following years. To support this there will be new buildings and a refurbishment of our existing accommodation to allow us to provide a full GCSE curriculum.

The successful candidate should be a hardworking, energetic and motivated individual who is willing to develop their expertise, take on new challenges, embrace change and is keen to join our developing team of committed professionals.

The application form is available on our website [www.henlowacademy.co.uk](http://www.henlowacademy.co.uk) or from Mrs Janice Marshall who can be contacted via the school office, 01462 813733 or on email: [jmarshall@henlowacademy.org.uk](mailto:jmarshall@henlowacademy.org.uk)

The closing date for applications is **Thursday 20<sup>th</sup> January** with interviews taking place **week beginning 24<sup>th</sup> January**.

If you would like to find out more about the school or position, or to organise a visit, please feel free to email Mrs Marshall at the above address.

I know the time and commitment required to go through the application process for a new post. If, having considered the supporting documents you feel you have the necessary qualities we require, I would be delighted to receive your application.

Yours sincerely,



Caren Earp



*The school operates safer recruitment practices and the successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure & Barring Service (DBS).*

## About Henlow Church of England Academy

### Our Learning Support Department

Our Learning Support Department is one of the largest teams in Henlow Academy. We are committed to supporting pupils with a range of Special Educational Needs and/or disabilities to reach their potential, by identifying and seeking to remove any barriers to learning.

We are fortunate to work with some of the most remarkable and unique young people and support them using a range of strategies, providing an exciting, creative and effective learning environment tailored to meet their individual needs.

Our teaching team, alongside our support staff, understand the importance of delivering quality-first teaching. In doing so, they are creating learning environments that meet the demands of pupils with high learning needs, such as Dyslexia, Dyspraxia, ADHD, ASD and a range of physical disabilities.

Our teaching assistants are trained to provide pupils with appropriate differentiation within the classroom, including:

- Enlarging of materials
- Simplifying language and communication for easier access
- Supporting pupils emotionally to manage the demands of the school day
- Modifying work into more accessible formats, such as visual cues, mind-mapping, colour coding
- Supporting pupils with planning and organisation
- Assisting with mobility around the school and in the classroom
- Providing note taking/scribing support

Within our team we aim to support each pupil's experience to reach their full potential by providing the highest standard of education and care.

**"The excellent leadership of the provision for disabled pupils and those who have special educational needs, ensures that these pupils are able to catch up with their peers."**

*Ofsted*

**"The school knows and treats pupils as individuals."**

*SIAMS 2017*

## Academic Results — 2019

We are extremely proud of our exam results at Key Stage 2 and the progress our pupils make during their journey at Henlow Academy, with reading, writing and maths all being above the national average standard.

	% achieved expected standard		
	Henlow (provisional)	National	Local Authority (provisional)
Reading	79%	73%	71%
Writing	86%	78%	77%
Maths	85%	79%	77%
GPS (Grammar, Spelling & Punctuation)	79%	78%	N/A
Combined (Reading, Writing & Maths)	71%	65%	61%

## Ofsted

We were one of the first schools in the country to be judged according to Ofsted's new framework and in September 2019 we were judged Good overall and in all areas.

In their report the inspectors note that pupils are polite, mature and considerate towards each other, they achieve well and feel safe and happy in school. They recognised our broad curriculum and specialist teachers;

***'The school's curriculum contributes strongly to pupils' wider personal development'.  
'(they) have the knowledge and skills needed to teach a range of subjects'.***

**Ofsted September 2019**

## SIAMS

In July 2017 we were judged 'outstanding' in our SIAMS (Statutory Inspection of Anglican Methodist Schools). We are the only middle/secondary in Bedfordshire to receive this grading in a church inspection.

***'In keeping with its Christian underpinning the school knows and treats pupils as individuals, recognising and celebrating their various gifts and talents well'***

**SIAMS July 2017**

## Curriculum

The Curriculum at Henlow Church of England Academy is designed to meet the needs of all children and provide for the full range of abilities. It has been carefully constructed to ensure that pupils encounter a balanced and wide range of learning experiences, as well as accommodating the requirements of the National Curriculum.

### Key Stage 3

#### YEAR 7 - 9

In Key Stage 3, the learning opportunities are increased to focus on science, languages, history and geography to strengthen the foundation for future learning in KS4. In addition, pupils are offered a wide range of option choices which are varied in Year 7 and 8 and focused on the theme of 'community' in Year 9. In Year 7 and 8 pupils are taught options lessons in mixed year group classes which adds to our community feel.

### Key Stage 4

#### YEAR 10 - 11

In preparation for Henlow's conversion to an extended secondary we have constructed a draft curriculum. Key Stage 4 combines compulsory study with a wide range of options to allow pupils to build a personalised programme suitable for their needs and ambitions. As a Church of England school with a community focus, we feel it is important for all pupils to continue to benefit from the study of religious education and a modern foreign language - forming part of the compulsory offer. In addition, pupils will benefit from a range of subjects they can select from.

***'The school's curriculum contributes strongly to pupils' wider personal development.'***

**Ofsted September 2019**

## **Our Mission Statement, Vision, Aims and Objectives**

### **Mission Statement**

"Inspiring Learning".

### **Our Vision**

We seek to create a harmonious community in which the individual is valued and is given every opportunity to fulfil their potential in terms of pastoral, emotional and intellectual growth; thus enabling them to live successfully in an increasingly demanding and ever-changing world.

### **Aims & Objectives**

Our broad aim is to provide opportunity for self-development and self-fulfilment for the children here, to enable them to realise their full potential.

To be more specific, however, this School seeks to pass on to each new generation of children the knowledge, skills, ideas, attitudes and values which are judged necessary to make it possible to live - and live well - in our society. Societies change, however, and in our modern times they change quickly. It follows then that we need to provide not only experiences which enable children to grasp the essentials of this world as it is, but also experiences which will make them ready to fulfil themselves in a world which is likely to be different from today's.

Therefore, the School stands not only for tradition and conformity, but also for the future and a willingness to accept, and at times stimulate fresh thoughts and ideas.



***'A caring, inclusive and nurturing learning environment, based on its Christian values, leads to good progress and attainment, to strong relationships and to the excellent behaviour of pupils.'***

**SIAMS Inspection June 2017**

**HONESTY - ENTHUSIASM - NURTURE - LOVE - ORIGINALITY - WISDOM**

## Job Description

**Post:** Learning Support Teaching Assistant

**Salary/Grade Range:** NJC Level 2b Points 3 - 5 - £18562.00 - £19312.00 Pro Rata

**Hours:** Monday to Friday 8:30am – 3:45pm term time only **FIXED TERM UNTIL 31<sup>st</sup> AUGUST 2022**

**Reporting to:** Deputy SENDCo/SENDCo

**Liaising with:** The Headteacher and SLT of Henlow Church of England Academy, teaching and support staff, Diocese of St Albans Schools Team, parents and governors.

### Purpose of Role:

### Support for Pupils

- Under the instruction and guidance of teaching staff/managers, to undertake educational activities and attend to the educational, personal and social needs of pupils, in order to support their learning and development, especially in the areas English and Maths intervention, and to ensure their safety.
- To promote and support the inclusion of all pupils in the learning activities in which they are involved, minimising barriers to achievement and catering for their individual needs.
- To monitor and support the attendance of pupils with whom you work (and may work in the future) to ensure that their progress is not undermined by poor attendance and to liaise with parents/carers and other appropriate personnel in this respect.
- To read and become familiar with the EHC Plans for pupils with whom you work or may support going forward.
- To attend to the educational, personal and social needs of pupils and any other requirements depending on the pupil's special needs and, wherever possible, make these part of the learning experience (this may include toileting, other hygiene needs, help with dressing and/or assisting with feeding if necessary).
- To assist with preparation for school visits and the supervision of pupils on such visits, in liaison with relevant staff under the auspices of the Headteacher.
- To work collaboratively with the feeder schools and other appropriate schools in respect of the Literacy and Numeracy and other SEND needs in order to ensure smooth transfer and the best possible provision and outcomes for all SEND pupils.

### Note:

Whilst there may be a specific requirement to support a named pupil or pupils with an EHC Plan, support for other pupils will be required, at the direction of the SENDCo/Headteacher.

### Support for Teachers

- To help assess and systematically record pupils' progress and achievements, using the results of this monitoring in further support work.
- To arrive promptly to lessons and work proactively with classroom and department staff using your initiative to support and enhance the ongoing needs of SEND pupils.
- To communicate daily with teachers **(regarding pupil attendance, performance, behaviour and progress)** via electronic systems including email and Note Books accessing SIMs, Behaviour Logs and other monitoring systems as appropriate.
- Within the overall plan set by the class teacher, to assist in devising and extending educational activities and in preparation of the curriculum. This may include contributing to the development and implementation of Personal Provision Maps and Personal/Pastoral Support Plans and working on differentiated activities.
- To efficiently prepare, maintain and use classroom teaching materials and equipment, including organising the use of audio/visual and ICT equipment, bearing in mind the efficient use of school resources.
- To undertake tasks related to the SEND Department and pupils at the request of the SENDCo.
- To be proactive in assisting to maintain classroom discipline by working with the teacher, individuals and groups of pupils in developing expectations of acceptable personal and social behaviour and help make pupils be part of the learning experience.

### Support for the Curriculum

- To support the teaching of Literacy, Numeracy, Phonics or other specific curriculum areas/specialisms as required and agreed with the Headteacher.

### Support for the School

- To work collaboratively with colleagues as part of a professional team, in particular the class teacher, the Special Educational Needs Co-ordinator (SENDCo) and other teaching assistants; working at all times within the school's policies and procedures.
- To assist in the general efficient operation of the school, including providing cover for other support staff where necessary and as directed by the Headteacher.
- To attend staff and department meetings and participate in performance management arrangements.
- To undertake any training and development needs which are deemed appropriate in order to meet the needs of individuals, school-specific requirements and local and national policy changes in respect of SEND, Literacy, Numeracy and Phonics.
- To ensure you are familiar with the SEND, Literacy and Numeracy and other relevant policies and procedures and that you keep abreast of any updates and changes both nationally and locally.

- To maintain confidentiality at all times in respect of school-related matters and to prevent disclosure of confidential or sensitive information including via social media platforms.
- To undertake any additional tasks of a similar nature and level, as directed by the Headteacher/SENDCo.

## Person Specification

Key Criteria	Essential	Desirable	Identified By
<b>Education &amp; Qualifications</b>	<ul style="list-style-type: none"> <li>GCSE English and Maths at grades A* - C or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>Educated to A Level or above</li> </ul>	Application Form and Verification
<b>Experience</b>		<ul style="list-style-type: none"> <li>Experience of working with young people</li> <li>Experience of working in another phase of education in a classroom support role</li> </ul>	Application Form References
<b>Knowledge, Skills and Understanding</b>	<ul style="list-style-type: none"> <li>Ability to work collaboratively with teachers and others</li> <li>Excellent interpersonal skills with the ability to communicate effectively with pupils, parents/carers and appropriate agencies</li> <li>Meticulous record keeping skills</li> <li>Ability to take responsibility and work with autonomy and initiative within set boundaries</li> <li>Good written communication skills</li> <li>The ability to use ICT effectively to support learning and teaching and the performance tracking of pupils</li> <li>Good time management skills with the ability to prioritise and multi-task</li> <li>Have high expectations of pupil attendance, performance and behaviour</li> <li>Manage behaviour effectively and support the class teacher in doing so</li> <li>Recognise the role that parents, carers, families play in helping children succeed and thrive.</li> </ul>	<ul style="list-style-type: none"> <li>Willingness to undertake a HLTA qualification</li> <li>Knowledge or experience of phonics</li> <li>Experience of having worked with teachers, non-teaching staff and young people</li> <li>Experience of having worked in a Learning Support environment involving Literacy, Numeracy and Phonics</li> <li>An awareness of the current educational system, the National Curriculum, (and) current SEND reforms and Literacy, Numeracy and Phonics developments</li> <li>Ability to use SIMs and other programmes to monitor attendance, behaviour and progress</li> <li>Experience of having monitored the performance and work of pupils, using data</li> <li>Experience of Behaviour Management techniques</li> <li>Experience of having worked with parents/carers to challenge and support their children</li> </ul>	Application Form References Selection Process Interview

Key Criteria	Essential	Desirable	Identified By
<b>Motivation</b>	<ul style="list-style-type: none"> <li>Self-motivation and self-reliance</li> <li>Commitment to your own professional development and the Henlow Church of England Academy ethos and ideals.</li> <li>Enthusiasm for teaching and commitment to inclusion and enrichment activities</li> <li>Commitment to working effectively with parents/carers, external partners and other agencies and schools to support the learning of children to define and realise the school's vision</li> <li>Commitment to our local community and improving the life chances of the pupils in our community</li> <li>Ability to work cooperatively as a positive team member</li> <li>High expectations of yourself and the pupils</li> <li>Willingness to embrace change and new ideas in an evolving team</li> </ul>	<ul style="list-style-type: none"> <li>Willingness to undertake a SEND/Literacy/</li> <li>Numeracy/Phonics related qualification</li> <li>Commitment to excellence in learning and teaching and experience of sharing good practice</li> <li>Experience of working with a variety stakeholders and outside agencies to support the attendance, behaviour, attainment and achievement of pupils</li> </ul>	Application References Interview
<b>Physical</b>	<ul style="list-style-type: none"> <li>Be aware of and be able to meet the physical needs of the pupils to ensure their safety and their full participation in their learning</li> <li>The ability to work effectively in challenging circumstances</li> </ul>	<ul style="list-style-type: none"> <li>Experience of having worked with pupils with a variety of needs</li> <li>The ability and willingness to undertake extra-curricular activities</li> </ul>	Application References Interview
<b>Other factors, skills and knowledge</b>	<ul style="list-style-type: none"> <li>A well-presented letter</li> <li>A commitment to the philosophy and aims of Henlow Church of England Academy.</li> </ul> <p>Note: Full DBS clearance will be required</p>	<ul style="list-style-type: none"> <li>Involvement in the full life of the school</li> <li>A positive, "can-do" approach with colleagues and pupils</li> </ul>	Application References Interview