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**Astrea Academy Trust**

**HLTA**

**Recruitment Pack**

# **Contents**

* Welcome Letter – Libby Nicholas, CEO
* Astrea Academy Trust
* Astrea Academy Trust Ethos
* Astrea Academy Trust Family
* Job Description
* Person Specification
* Child Safeguarding Policy
* Explanatory Notes
* How do I apply?

# **Welcome Letter**

Dear Candidate,

Thank you for your interest in this role within the Astrea Academy Trust.

This is a hugely exciting time for our family of academies. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of academies. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven’t previously received the educational opportunities they deserve.

The Trust currently has academies based across South Yorkshire and includes academies at various stages of development. As a Trust, we are clear about the importance of achieving long term sustainability for our academies. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our Academies.

Employees within Astrea belong to a community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit can demonstrate that they share our values, are highly motivated to work with colleagues to continuously develop their skills, pursue professional excellence and are committed to providing the highest standards. If that is you then we would be delighted to receive your application.

**Libby Nicholas**  
Chief Executive, Astrea Academy Trust



**Astrea Academy Trust: Our Educational Vision**

We value all-round development of the individual, through arts, sports, leadership opportunities, enrichment and community. This is encapsulated in the skills, qualities and personalities we foster in our pupils.

The Astrea Academy Trust logo communicates the values collaboration, development and aspiration. The three figures are coming together in the shape of a tree, which represents growth, whilst the tallest figure reaches upwards, towards a star, which is above and beyond the highest branch of the tree.

Academies, staff and children within the Trust benefit from a strong ethos of support and collaboration across the Astrea family. Teachers within Astrea belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

Astrea benefits from the involvement of leading educationalists, including our Professional Adviser Professor John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.

**Astrea Academy Trust Ethos**

The work of the Astrea Academy Trust is underpinned by five core Value Partners, which are equally applicable to pupils, staff and the work of the Trust itself.

Each pair of Value Partners is accompanied by a call for action in the form of a hashtag, which is used in verbal, digital and hard copy communications.

The Value Partners can be used as a measure of individual, Academy and Trust progress and as a guide to inform the direction of change.

### **Responsibility and Leadership**

Individuals in the Astrea community are accountable for their own decisions and actions and are supported by strong leaders, while trailblazers are encouraged to develop skills and talents in others. The Trust has a strong commitment to developing and nurturing our own leaders. **#4equity**

### **Enjoyment and Innovation**

We know that everyone learns best when they enjoy what they do and can follow their innate desire to achieve. Astrea pushes boundaries so that pioneering ideas are tried and tested so that our academies remain leaders in the advancement of teaching and learning methods. **#go4it**

### **Aspiration and Development**

Every member of the Astrea community, from the youngest pupil to the oldest member of staff, is encouraged to cultivate opportunities to grow. We achieve excellence by being inspired to become the best we can be. The progress and well-being of pupils is our top priority, at the centre of every decision. **#Reach4thestars**

### **Collaboration and Inclusion**

Astrea honours and applauds the differences that make us unique whilst actively seeking and celebrating the common ground that binds us together as a strong community. We work together in a productive environment where dynamic ideas are shared in partnership, so that every member of the community may thrive **#all4one**

### **Honesty and Integrity**

We are honest and open. Astrea decisions and responses are grounded in time-honoured moral principles that remain constant in the face of challenges and change **#4good**

**You can learn more about the Values, and hear from staff and pupils across Astrea Academies, at our website:** https://astreaacademytrust.org/

**Astrea Academy Trust Family**

**Academies currently within Astrea Academy Trust:**

* Atlas Primary Academy, Doncaster
* [Byron Wood Academy](http://reach4.org.uk/schools/listing/byron-wood), Sheffield
* [Carrfield Primary Academy](http://reach4.org.uk/schools/listing/carrfield-primary-academy), Rotherham
* [Castle Academy](http://reach4.org.uk/schools/listing/castle-academy), Doncaster
* Cottenham Village College, Cambridgeshire
* [Denaby Main Primary Academy](http://reach4.org.uk/schools/listing/denaby-main-primary-academy), Doncaster
* [Edenthorpe Hall Academy](http://reach4.org.uk/schools/listing/edenthorpe-hall-academy), Edenthorpe
* [Gooseacre Primary Academy](http://reach4.org.uk/schools/listing/gooseacre-primary-academy), Rotherham
* [Greengate Lane Academy](http://reach4.org.uk/schools/listing/greengate-lane-academy), Sheffield
* [Hartley Brook Primary Academy](http://reach4.org.uk/schools/listing/hartley-brook-primary-academy), Sheffield
* [Hatfield Primary Academy](http://reach4.org.uk/schools/listing/hatfield-primary-academy), Sheffield
* [Hexthorpe Primary Academy](http://reach4.org.uk/schools/listing/hexthorpe-primary-academy), Doncaster
* [Highgate Primary Academy](http://reach4.org.uk/schools/listing/highgate-primary-academy), Rotherham
* [Hillside Academy](http://reach4.org.uk/schools/listing/hillside-academy), Doncaster
* Intake Primary Academy, Doncaster
* Kingfisher Primary Academy, Doncaster
* [Lower Meadow Primary Academy](http://reach4.org.uk/schools/listing/lower-meadow-primary-academy), Sheffield
* Netherwood Academy, Barnsley
* The Centre School, Cambridgeshire
* [The Hill Primary Academy](http://reach4.org.uk/schools/listing/the-hill-primary-academy), Rotherham
* Waverley Academy, Doncaster

**Job Description**

**Position: HTLA**

**Reporting to: Principal**

**Location of this position: Waverley Academy, Doncaster**

All aspects of the job description are to be carried out within a system of supervision by qualified teachers, except for small group interventions.

To complement teachers’ delivery of the national curriculum and contribute to the development of other support staff, pupils and Academy policies and strategies for Pupil Premium pupils.

To work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/ preparation of resources for Pupil Premium students.

To provide support for pupils, the teacher and the school in order to raise standards of achievement for all Pupil Premium pupils, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage pupils to become independent leaners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

**Key Responsibilities**

* Plan and prepare lessons with teachers, participating in stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.
* Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need.
* Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with Academy policies and procedures.

**Teaching and Learning**

* Within an agreed system of supervision and within a pre-determined lesson framework, teach intervention classes.
* Within an agreed system, support our MFL teacher in delivering and supporting the teaching of mandarin across the Academy.
* Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils.
* Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities.
* Be aware of and support difference and ensure ail pupils have equal access to opportunities to learn and develop.
* Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom and interventions.
* Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others
* In accordance with arrangements made by the head teacher, progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes under teacher supervision.
* Organise and safely manage the appropriate learning environment and resources
* Promote and reinforce children's self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance
* Assist the class teacher in encouraging acceptance and integration of children with special needs, or from different cultures and/or with different first language
* Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times. Be an active part of the parent’s day reporting on pupil’s progress in KS1 

**Monitoring and Assessment**

* With teachers evaluate pupils' progress through a range of assessment activities. Look to plan activities which close the gaps or extend/challenge pupils.
* Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
* Monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.
* Assist in maintaining and analysing records of pupils' progress.
* 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.
* Support the teaching staff with reporting pupils' progress and achievements at parents meetings which are usually held outside school hours.
* Contribute to the overall ethos, work, aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested.

**Behavioural and Pastoral**

* Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
* Understand and implement school child protection procedures and comply with legal responsibilities.
* Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.
* Provide support and assistance for children's pastoral needs, for example, dressing, caring for sick, injured or distressed children.
* 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.
* Supervise pupils in the playground and plan and organise play time activities.
* Assist teachers by receiving instructions directly form professional or specialist support staff involved in the children's education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists.



* Any other duties required by the class teacher, Director of Inclusion, or the Principal, which is within the scope of this post.
* To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.
* To promote the safeguarding of children.
* To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
* To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
* To undertake other duties appropriate to the post that may reasonably be required from time to time.
* Any other duties required by the class teacher, Director of Inclusion, or the Principal, which is within the scope of this post.

**General**

All Academy employees are required to:

* + Abide by the Health & Safety at Work Act.
  + Attend training as required.
  + Respect confidentiality, applying to all areas.
  + Work within School and the Academy policies and procedures.
  + Comply with the Academy and School no smoking policy.
  + Participate and contribute to team meetings.
  + Co-operate and liaise with departmental colleagues.

All Academy employees are expected to:

* + Demonstrate a commitment to their own development, to take advantage of education and training opportunities and develop their own competence.
  + Support and encourage harmonious internal and external working relationships.
  + Make a positive contribution to raising the profile of the School.

**The Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.**

**The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by their line manager.**

**Person Specification**

This part will allow you to understand who we are looking for within this role and the skills knowledge or experience that we would expect.

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| **Selection Criteria** | **A - I - T** | **Weighting** |
| ***Qualifications***   * Meet HLTA standards and hold the HLTA qualification * Hold relevant qualifications at degree level * Demonstrable levels of numeracy & literacy at GCSE (A-C) * Attend induction training as appropriate and training relevant to the post, including behaviour management and Child Protection training * Training in relevant learning strategies e.g. literacy. * Evidence of specialism in specific curriculum area of MFL * Demonstrate the ability to support with the teaching of Mandarin | A  A  A  A & I  A & I  A & I  A & I | 3  3  3  3  3  3  3 |
| ***Skills***   * Knowledge & understanding of the National Curriculum including the literacy and numeracy strategies * Understanding of behavior management strategies * Understanding of First Aid procedures * Understand SEND code of Practice * Understanding CP and all school Safe Guarding   ***Specialist Knowledge***   * Effective oral and written communication skills al. GCSE standards * Excellent interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts. * Good organisational and time management skills. * Sound IT skills to support learning and maintain electronic information systems | A & I  A & I  A & I  A & I  A & I  A & I  A & I  A & I  A & I | 3  3  3  3  3  3  3  3  3 |
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# **Child Safeguarding Policy**

# The Trust is committed to Safeguarding and Promoting the Welfare of all its students. Each student’s welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

# We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at the Academies, their behaviour may be challenging. We will always take a considered and sensitive approach in order that we can support all our students.

**The Trust’s Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.**

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

* Providing a safe environment for children and young people to learn in education settings; and
* Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting’

*Keeping Children Safe in Education 2016*

The Trust pays full regard to ‘Keeping Children Safe in Education’ guidance 2016. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

Please visit <https://astreaacademytrust.org/about-us/statutory-documents/> for the full policy as well as other Astrea Academy Trust policies.

**Explanatory Notes**

Applications will only be accepted from candidates completing the Trust’s Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will **not** be accepted in place of a completed Application Form.

**Safeguarding Children and 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 an enhanced check.

* Candidates should be aware that all posts in Astrea Academy Trust 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.
* 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.
* If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether 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.
* 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 be answered not applicable where it is appropriate; if your duties have not brought you into contact with children or young people for instance.

**Interview Process**

After the closing date, short listing will be conducted by a Panel. 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 DBS requirements
* Documentary proof of current name and address
* Where appropriate any documentation evidencing 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 Trust based positions and may approach previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidate’s 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 checks and qualifications
* Satisfactory Enhanced DBS 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 relevant)
* 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

**How can I Apply?**

This is an exciting and very rewarding role and we look forward to receiving your application.

**Please complete and send the Application Form and Equal Opportunities Monitoring Form which are available together with this document to the below contact;**

**Name:** Michelle Swift

**Position:** School Business Manager

**Contact:** michelle.swift@astreawaverley.org

**The Application Process**

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided. If you do not hear from us within 14 days of the closing date of this position, unfortunately you have been unsuccessful on this occasion.