



CARLINGHOW
ACADEMY



GREAT
HEIGHTS
ACADEMY TRUST

Achieving excellence together

Welcome to Carlinghow Academy where we are currently looking to appoint a new Educational Teaching Assistant within the Additionally Resourced Provision.

Great Heights Academy Trust strive to always provide an inspirational, positive and welcoming environment where there is a sense of pride and fun and where everyone works together with confidence, enthusiasm and mutual respect. We aim to nurture academic, personal, spiritual and social development in a caring and professional manner so that all can achieve their full potential and all can reach GREAT heights.



Educational Teaching Assistant – Additionally Resourced Provision

CANDIDATE INFORMATION PACK



► Welcome

Dear Colleague,

I am delighted that you are considering the position of Educational Teaching Assistant at Carlinghow Academy.

We are seeking to recruit an individual to work in our school who has the inspiration, drive, and motivation to make a difference to the lives of young people. It is a unique moment in time to join the team as we continue our exciting journey with Great Heights Academy Trust.

It gives me great pleasure to introduce myself as the Principal of Carlinghow Academy. Carlinghow Academy is a safe, warm, welcoming, and inclusive school where all stakeholders have the children's best interest at heart.

The children at Carlinghow Academy are amazing! They have shown resilience through change and have always put 100% into everything they do. They are well mannered, caring, inclusive and have a real love of learning.

As Head of School, I am immensely proud of this school and hope that the website gives you an insight into all the work that we do. If, you are considering applying for the position at this school, you are welcome to come and visit us. Please contact the school office to arrange a time to come and see our school in action.

I look forward to receiving your application, best of luck to all.

Yours sincerely,

Mrs M Fishwick

Principal



Overview of the Position for Carlinghow Academy

We are seeking highly driven and talented individuals to join our thriving Multi-Academy Trust which is fully committed to making a difference to the life chances of our pupils. We are keen to hear from candidates who have a successful background in working with young people and who are capable of playing a major role in our evolving plan to deliver exceptional 2-18 provision for the pupils in our growing MAT.

We want to hear from individuals who have the qualities and drive to make the most of this unique moment in time. The successful applicants should have a strong track record of impact and share the Trust's vision. You will need to be an articulate and strong communicator with proven strengths in engaging, inspiring and motivating students and young people at all levels.

About the Trust

The Trust currently comprises of seven primary schools: three in Calderdale (The Greetland Academy, West Vale Academy and Bowling Green Academy), one in Leeds (Raynville Academy) and three in Kirklees (Carlinghow Academy, Nields Academy and Marsden Junior School). We currently have two secondary schools (The Mirfield Free Grammar School and Colne Valley High School). We also have a Trust Head Office based at Riverside Mills in Elland.

To find out more about our Trust, please view our [Stakeholder Overview](#).

Great Heights Academy Trust is committed to safeguarding and promoting the welfare of children and we expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974: pre-employment checks will be carried out; references will be sought, and successful candidates will be subject to an enhanced DBS check, an online search, and other relevant checks with statutory bodies.



▶ Our Trust Vision

Our Trust vision has school improvement at its heart that will benefit all children in Trust schools.

▶ We aim to

- ✓ Develop an effective partnership of schools that share a commitment to raising standards.
- ✓ Strengthen the partnership by valuing the uniqueness of each school and expecting all schools to contribute.
- ✓ Foster relationships based on mutual respect with a balance of autonomy and accountability.
- ✓ Share expertise – both best practice and best practitioners.
- ✓ Develop all teachers and leaders through effective professional development.
- ✓ This Trust vision drives both our School Improvement Strategy and our Strategy for Growth.

▶ Our Vision and Values Statement

The Great Heights Academy Trust strives to always provide an inspirational, positive and welcoming environment where there is a sense of pride and fun and where everyone works together with confidence, enthusiasm and mutual respect. We aim to nurture academic, personal, spiritual and social development in a caring and professional manner so that all achieve their full potential and all can reach GREAT heights.

Current Trust Academies and Designations

Our mantra across our partnerships embraces the following themes:

G

Great teaching and learning opportunities for all in the partnership

R

Real life opportunities to develop an understanding of the wider world

E

Enthuse a love of learning and mutual respect

A

Academic development to nurture potential for all

T

Thorough accountability

GHAT has access to a wide support network through our designations. These offer support to all of our schools.





JOB DESCRIPTION

Position:	Educational Teaching Assistant
Department:	Carlinghow Academy (Additionally Resourced Provision)
Pay Range:	Grade 8
Hours of work:	32.5 hours per week, Term time, plus 5 days
Responsible to:	Teacher in Charge of Resourced Provision Head Teacher

Prime Objectives of the Post

To support the delivery of learning to pupils in the Additionally Resourced Provision, participating in the planning and implementation of the curriculum, as directed by Teacher in Charge of the Resourced Provision.

Statutory Requirements

- It is aligned to the **Local Government Terms and Conditions**, set out in the statutory guidance.

Membership of the Trust

- To be a positive ambassador for the developing MAT, ensuring both internal and external colleagues are aware of the vision, culture and ethos within the trust.
- To ensure all trust systems, processes and procedures are adhered to as requested.

Main Duties and Responsibilities

- To support pupils, recognising and responding to their individual needs, encouraging them to interact and work co-operatively with others, providing feedback in relation to progress and achievement.
- To ensure that relevant and appropriate processes are in place under the direction of the teachers to support the children's learning.
- To acknowledge and support difference, ensuring all pupils have equal access to opportunities to learn and develop.
- To support in identifying and promoting positive behavioural change in pupils experiencing SEMH issues.
- To establish positive working relationships with pupils, acting as a role model.
- To provide information and advice to enable pupils to make choices about their learning, behaviour and attendance, challenging and motivating pupils as well as promoting and reinforcing self-esteem.
- To liaise with parents / carers, sensitively and effectively; thus, ensuring that the families of the children within the specialist provision are regularly contacted and are



involved in the identification of needs, setting of targets and monitoring of progress in all areas.

- To build supportive relationships with the children, parents / carers and other schools and agencies to promote effective working relationships. This will ensure that they are all provided with support and advice to meet the needs of the child and achieve positive outcomes.
- To support schools and other external agencies, as appropriate, in the assessment of the children's needs, in developing effective support strategies, and in the implementation of additional needs and other plans.
- To assist teachers in the production of Pupil Progress Reports, Behaviour Management Plans, SEMH assessments and individual case studies. This includes ensuring that the appropriate communication and access arrangements are in place and used effectively to enable access to learning and communication.
- To aid in the children's successful transition to their designated local school within agreed timescales as a result of effective planning and intervention.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the Designated Safeguarding Lead.
- To develop an increased knowledge base and relevant expertise through CPD, attendance on accredited courses and self-study. This includes ensuring that the latest materials, resources and approaches are researched and implemented in order to best meet the needs of the children with SEMH.
- To support the effective use of ICT within learning activities.

Key Outcomes

- All children are able to play a full part in school, community and family life.
- Individuals and groups of children are engaged in all learning activities, learn effectively and make good progress.
- Staff maintain high expectations of all children to achieve as well as possible.
- Children are managed effectively and appropriately during lessons, break times, lunchtimes and when required travel to and from school or out of school visits and activities.
- Teaching resources are researched, selected and prepared so that they meet the diversity of children's needs and interests.
- Information Communication Technology (ICT) is used effectively to support learning activities.
- Children's competence and confidence is increased as a result of staff encouragement and feedback.
- Children's records of progress, attendance and attainment, including observations, target setting and review notes, are maintained and analysed in order to evidence outcomes of interventions and actions taken.



- Relevant appraisal, training and development opportunities are taken up in order to improve practice as required by the Assistant Principal. This may include shadowing, attending at training courses, participating in coaching and discussion with colleagues.
- Positive and quality working practices are in place with host schools.
- Other duties and responsibilities of an equivalent nature are undertaken, as may be determined by the post holder's supervisor from time to time, in consultation with the post holder.

Additional Requirements

- You will be expected to carry out your duties in line with the schools' policies, procedures, relevant legislation and requirements of the Specialist Provision Service Level Agreement. You will be made aware of these in your appointment letter, statement of particulars, induction, ongoing performance management and development and through the Trust and Academy communications.

Safeguarding

As part of your wider duties and responsibilities you are required to promote and actively support the Trust's responsibilities and policies towards safeguarding and promoting the welfare of children, young people and vulnerable adults.

General

- To uphold the Nolan Principles of public life.
- To support the Trust climate for learning and a culture of achievement and high expectation.
- To develop effective working relationships within our Trust schools, external partners, and other agencies to promote continuity of learning.
- To act as a positive role model to staff, maintaining high professional standards and high levels of care for pupils.
- The post holder is responsible, alongside the Strategic designation boards, core staff and key stakeholders, for implementing the vision for the Trust, which inspires and motivates the Trust partners and community.
- This job description is not intended to be comprehensive and the job holder may be asked to perform other duties commensurate with the post as directed, to meet the needs of the Trust.



Person Specification: Educational Teaching Assistant

Key to identification: A = Application I = Interview R = Reference

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Experience	Experience of working in an effective team	<p>Experience of working in a mainstream and/or special school</p> <p>Experience of working with or caring for children of relevant age, e.g., voluntary organisation or parental / caring responsibilities</p> <p>Experience of working with Primary aged pupils with Special Educational Needs including social, emotional and behavioural difficulties</p> <p>Experience of working with parents, schools and support agencies.</p> <p>Experience in modelling and developing effective classroom practice with other staff.</p>	<p>Application Form</p> <p>References</p> <p>Interview</p>
Knowledge and Skills	<p>Ability to relate well to pupils and adults, and an ability to work part of a team</p> <p>Ability to remain calm under pressure</p> <p>Demonstrate good co-operative, interpersonal and effective listening skills.</p> <p>Maintain confidentiality in matters relating to the ARP, Carlinghow Academy.</p> <p>Ability to cope with the requirements of the post, which will include working with pupils who have Social, Emotional and Mental Health needs.</p>	An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs	<p>Application Form</p> <p>References</p> <p>Interview</p>



	<p>Knowledge of Safeguarding procedures</p> <p>Ability to keep accurate and complete records consistent with legislation and policies.</p> <p>Knowledge of special educational needs, inclusion and equalities procedures, legislation and relevant guidance</p> <p>Awareness of child development</p> <p>Excellent communication skills</p> <p>Good Numeracy and Literacy Skills</p> <p>Competent user of ICT</p>		
Qualifications & Training	GCSE English and Maths – Grade C or above	<p>Other relevant qualifications relating to the post e.g. Level 2 NVQ in Childcare</p> <p>First Aid Qualification</p> <p>Evidence of further training / development and /or willingness to participate in further training and development opportunities, e.g. Team Teach, Moving and Handling, Special Educational Needs</p> <p>A Full Clean Driving Licence to travel between work bases, transport pupils, parents, clients and equipment</p>	<p>Application Form</p> <p>Certificates</p>
Personal Effectiveness	<p>Acts as an excellent role model</p> <p>Ability to coach, support and train staff in other schools</p> <p>Motivates others to gain their commitment</p> <p>Identifies and, with support, resolves problems and issues in a timely manner</p>		<p>Application Form</p> <p>References</p> <p>Interview</p>



	<p>Builds relationships with colleagues and parents / carers</p> <p>Demonstrates the ability to provide regular feedback to the parents/carers both positive and constructive feedback competently.</p> <p>Contributes to their own personal development</p> <p>Treats people with respect and fairness at all times.</p> <p>Is approachable, open and willing to adapt in order to meet the needs of the pupils</p> <p>Presents a positive image of themselves and has good communication skills.</p> <p>Contributes and participates in team planning effectively</p>		
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► Reasons to work at Carlinghow Academy / Great Heights Academy Trust



A fantastic team

A highly skilled, loyal and supportive team of staff and senior leaders.



Professional development

Bespoke professional development to ensure that you as an employee, 'reach great heights'.



Career Opportunities

Career opportunities across the MAT.



Cycle to work scheme

Tax free cycle scheme.



Holiday package

The Trust provides staff with a generous holiday entitlement.



Pension scheme

Contributory pension through West Yorkshire Pension Fund/Teachers' Pensions.

