Every child, every chance, every day.

Every child deserves the best possible start in life

Recruitment Pack

Higher Level Teaching Assistant

Exceed Learning Partnership

• EVERY CHILD • EVERY CHANCE • EVERY DAY •

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Dear Applicant,

Thank you for taking an interest in developing your career with Exceed Learning Partnership. We are a Multi-Academy Trust currently serving 8 primary academies in Doncaster with ambitions to grow over the forthcoming year.

As a trust we are passionate about improving the life chances of the children and families we are serve. When any of us choose to work in education, I think we do so for three major reasons; we want to make a difference and inspire others; we want to pass on our enthusiasm for learning to the next generation; and we believe that a good education is the greatest means of helping establish a fairer society where everyone has the opportunity to make the most of their lives.

When we created Exceed Learning Partnership in April 2017, we did so in order to improve the life chances of pupils in and around Doncaster, particularly the most disadvantaged pupils. Having grown out of Edlington, the academies within the Trust have demonstrated that with the right provision, support and highest aspirations, all pupils can and will succeed. This is our ultimately goal within our Trust – making sure all our academies are exceptional places of learning where everyone thrives.

In our Trust we believe that colleagues need the freedom to develop and perform to the highest standards, dovetailed with leadership and support that comes from an organisation that is passionate about removing any barriers to outstanding teaching and learning.

In our Trust we are delighted to welcome colleagues who share in our vision to help our academies to thrive. We support our staff in their learning, with the latest research and innovation, as well as contribute to their growth by sharing our experiences. All of us within Exceed Learning Partnership continue to grow our expertise so that we can make a difference to the lives of our pupils.

We look forward to meeting with you and warmly welcome you to visit our Trust and all our academies to find out more about the role and the difference you can make!

Beryce Nixon

Chief Executive Officer and National Leader of Education

Our Ethos

Children within our Trust will always be our main priority, with personalised learning as our starting point, making the challenges of 'Helping Children Achieve More' a reality.

Every child will have the opportunities to expand their horizons, and build the confidence, talents, interests, skills and qualifications to succeed as they make their way towards a fulfilling and prosperous adulthood.

The amount of time children spend in education is finite. We have a responsibility to ensure every moment a child is in an Exceed Learning Partnership School, must be spent productively. Once wasted, it is gone forever and cannot be given back.

Every Child | Every Chance | Every Day

Our Vision

To equip young people with the knowledge, skills and mind-set to thrive and then take on the world!

We will achieve our vision by:

Every child developing:

- a greater understanding of themselves as a learner
- recognise what their strengths are
- how they can share their strengths with others
- understand what steps they need to undertake for their continual learning journey

Pupils will be encouraged and inspired to believe in themselves, build dreams and aspirations and strive to achieve these.

At Exceed Learning Partnership we believe in social justice through exceptional schools, creating and sustaining the best schools in which to learn and work by pursuing social justice for all.

Every child will be given the same opportunity to succeed, whatever his or her prior attainment. A key feature of the Exceed Learning Partnership will be a learning curriculum which builds the characteristics of Learning across all schools within the trust. This will focus on our learning philosophy skills:

Resilience, Motivation, Collaboration, Creativity, Investigation, Teamwork and **Evaluation.**

Our Values

Inspire

Embodied in the Trust motto, "Every Child, Every Chance, Every Day", all members of our organisation aim for excellence in their individual professional roles, in our innovative, evidenced-based practice and in our pupils so that we can all fulfil our potential in whatever we aspire to do or be!

Include

At Exceed Learning partnership we are concerned with achieving equitable, diverse and quality education for all pupils. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure.

Integrity

We respect the individuality of our academies and their communities and always act with integrity. By allowing high levels of autonomy wherever possible, we are able to nurture personalised learning approaches and focus on developing holistic people.

Exceed

Excellence and enjoyment should be an entitlement for all children and adults working in our Trust. We are developing cutting-edge, research-informed and highly engaging pedagogies that ensure high levels of progress and rapid development of staff; leading to the highest levels of achievement for all!

Our Aims
and Strategic Objectives

SO1. Outstanding Professionals

- To develop winning teams of Governors, leaders, staff and other stakeholders who are forward thinking, highly skilled, open, hardworking and determined to enable success for others

SO2. Innovative Systems Enabling Creative Schools

- To create innovative and sustainable schools that are creative, vibrant, safe, compliant, financially healthy, well resourced and exceptionally well governed and led

SO3. Strong Partnerships and Communities

- To work closely with our local communities and parents to secure the best outcomes and opportunities for our learners.
- To develop a network of partnerships across all our academies, our local area and across the country which are powerful in supporting the development of all.

SO4. Exceptional Learners

- To develop learners who are highly successful with attributes, skills and qualifications for a fulfilling life.
- To ensure all our learners have a high quality school experience and enjoy an abundance of opportunities.

People Vision

We create exceptional, inclusive and enjoyable places to work

We are passionate about our purpose and inspire each other to deliver high performance

We act with integrity and our Values drive our behaviours and decision-making

We strive to exceed in all we do and learn from every opportunity

...to deliver on our motto

Every Child.
Every Chance.
Every Day.

A Message for the Candidate

Dear Applicant,

Thank you for your interest in the position of Learning Support Assistant at Sheep Dip Lane Academy.

At Sheep Dip Lane Academy we strive to appoint highly motivated individuals who can take the Academy forward and deliver our vision and ethos. We value every pupil's wellbeing and aim to give very pupil an opportunity to reach their potential, with the help of a very dedicated team of staff, governors, parents and pupils.

We are a Primary Academy and have 278 pupils on roll. Our age range is 3-11 years inclusive.

This is an exciting opportunity for the successful applicant to use their skills and individuality and support us in our continuing journey of improvement.

We foster a positive climate and strive for all staff to develop and pursue a successful career. In order to achieve this, we put the maximum amount of effort into creating the very best professional development opportunities. As part of Exceed, Sheep Dip Lane Academy is collaborating with outstanding Academys and leaders, which is ensuring that we move forward in our own development.

I hope this will inspire you to apply for this unique opportunity and I look forward to receiving your application. Once again thank you for your interest in this position.

Mrs Faye Parish
Principal

Job Description

Exceed Learning Partnership - ELP is a multi-academy sponsor, specialising in the development of Innovative Education which sets high standards and gives pupils access to opportunities through excellent teaching and inspirational leadership. ELP academies are at the heart of their communities and community learning, and work with local authorities, employers and high performing educational institutions.

Job Title:	**Higher Level Teaching Assistant**
Grade/Hours:	**Grade 6, scale point 6 – 11 (£21,968 – £24,054, pro-rota 27.5 hours per week, term tine only £13,728 - £15,031 Temporary to 31/07/2024)**
Academy:	**Sheep Dip Lane Academy**
Responsible to:	**Principal, Vice/Assistant Principals, Class Teachers**

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise the whole classes under guidance from a teacher. The primary focus will be to maintain good order and to keep pupils on task.

Job Specification

Job Purpose Summary and main duties

- Use specialist (curricular/learning) skills/training/experience to support pupils
- Assist with the development and implementation of IEPs / Support Plans
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Develop and implement IEPs
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

Support for the Teacher

- Organise and manage appropriate learning environment and resources
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- To undertake PPA cover across all key stages by supervising and directing the learning of classes/groups of children
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests
- Production of lesson plans, worksheet, plans etc.

Support for the Curriculum

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Deliver local and national learning strategies e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds

Job Specification

Specialist Area:

- Be responsible for an area of specialism within the curriculum
- Prepare an action plan for the Principal / Curriculum Leader on developments within the area.
- Monitor, Review, Assess and Evaluate the specialist area each term and provide monitoring reports to the Principal.
- Liaise with other leaders within about the key priorities within the specialist area
- Lead staff training within the specialist area
- Feedback to external agencies such as Ofsted on the specialist area.

Line Management Responsibilities where appropriate:

- Manage other teaching assistants
- Liaise between mangers/teaching staff and teaching assistants
- Hold regular team meetings with managed staff
- Represent teaching assistants at teaching staff/management/other appropriate meetings
- Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants

Support for the School

- 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 an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the academy
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Undertake planned supervision of pupils' out-of-school-hours learning activities
- Supervise pupils on visits, trips and out-of-school activities as required

Safeguarding Procedures

- It is the responsibility of all members of staff to follow the correct safeguarding procedures in the academy.
- All staff have a duty to attend child protection training every three years
- All staff have a duty to read and follow the safeguarding policies in the academy
- To Be trained in Procedures for Safeguarding & Child Protection and ensure that the procedures are applied in all aspects of the role.
- All staff have a duty to report any concerns about a child or potential breach of safeguarding procedures by an adult to the designated safeguarding lead for Child Protection which is the Pastoral Manager and/or deputy lead which is the Principal.

Job Specification

Health and Safety

- Be trained in procedures for Health & Safety & First Aid
- To administer First Aid as agreed in the procedures within the Policy

Equal Opportunities

- To ensure that all pupils are respected and treated equally at all times
- Being aware of cultural differences between pupils, dealing with any incidents of racism or sexism in accordance with agreed procedures.

Performance Appraisal

- To set key targets for development
- To work towards achieving targets for development

Professional Learning

- To carry out professional learning opportunities

Conditions of Employment

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).
- The post holder is required to support and encourage the academy's ethos and its objectives, policies and procedures as agreed by the Governing Body and Trust.
- To uphold the trust and academy's policies in respect of child protection matters.
- S/he shall be subject to all relevant statutory and institutional requirements.
- The post holder may be required to perform any other reasonable tasks after consultation.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post-holder.

Person specification

This personal specification is related to the requirements of the post as determined by the job description. Short-listing is carried out on the basis of how well you meet the requirements of the personal specification. You should refer to these requirements when completing your application.

	Criteria	Essential or Desirable	App Form	Docs	Int
1. Education, Qualifications and Vocational Training	Willingness and ability to obtain and/or enhance qualifications and training for development in the post.	E	✓	✓	
	GCSE Grade 4 or above in Maths and English or equivalent	E	✓	✓	
	QTS or Successful Assessment of HLTA Professional Standards.	D	✓	✓	
	NVQ Level 4 equivalent relevant qualification.	D	✓	✓	
	First Aid Certificate	D	✓	✓	
2. Relevant Experience	Working in a learning environment with school age pupils.	E	✓	✓	✓
	Use of ICT/other equipment to support learning	E	✓	✓	✓
	Experience of a range of behaviour strategies	E	✓	✓	✓
	Proven ability to support, motivate and develop pupils	E	✓	✓	✓
	Several years experience working in key stage in a school/education establishment.	D	✓	✓	✓
	Report writing.	D	✓	✓	✓
3. Knowledge and skills	Good understanding of school policies and procedures and awareness of relevant legislation	E	✓	✓	✓
	Excellent numeracy/literacy/oracy skills.	E	✓	✓	✓
	Knowledge of safeguarding and child protection procedure	E	✓	✓	✓
	Knowledge of National Curriculum and other learning programmes/strategies	D	✓	✓	✓
	Understanding of principles of child development and learning processes	D	✓	✓	✓
	Knowledge of SEND	D	✓	✓	✓

Person specification

4. Personal Characteristics	Ability to relate well to children and adults and work constructively as part of a team	E	✓	✓	✓
	Ability to self-evaluate own practice and learning needs and actively seek learning opportunities	E	✓	✓	✓
	Ability to work as part of a team.	E	✓	✓	✓
	Ability to organise, lead and motivate others.	D	✓	✓	✓
	To keep abreast of local/national initiatives in education.	D	✓	✓	✓
	Personal interests and skills which can be used to enhance a specific delivery of either a curriculum area or an activity	D	✓	✓	✓
5. Additional Factors	Good communication and interpersonal skills Good organisation and time management skills Able to work independently and collaboratively with teachers and others. Flexible approach to work within school	E		✓	✓

The potholder's duties must be carried out in compliance with the Trust's policies and procedures, including child protection procedures and Equal Opportunities Policy, Financial Procedure Policy, the Health and Safety at Work Act (1974) and the subsequent health and safety legislation.

The list of duties in the job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

Your duties will be as set out in the above job description but please note that the Directors / Executive Principal / Headteacher /Governors' of the Trust and Academy reserve the right to update your job description, to reflect changes in, or to, your job.

You will be consulted about any proposed changes.

Signed.....

Signed …… (Principal)

Signed..... (Postholder)

Date ……..

How to apply

Guidance Notes

If you are unclear about any aspect of the application process or you would like any additional information about Sheep Dip Lane Academy, Exceed Learning Partnership or the role, then please contact the school on 01302 842464 or email sdlp@sheepdiplane.doncaster.sch.uk

Visits to the school are strongly encouraged, either in person. To arrange a visit please contact the school on 01302 842464 or by email sdlp@sheepdiplane.doncaster.sch.uk

If you think you have the qualities and want to be part of a high-performing team, dedicated to providing the best possible educational opportunities for the young people of Doncaster, then please send your completed application form to:

Email: **sdlp@sheepdiplane.doncaster.sch.uk**
Post: Sheep Dip Lane Academy, Sheep Dip Lane, Dunscroft, Doncaster, DN7 4AU

Closing Date for Applications:
Wednesday 15th February 2023

Shortlisting for Candidates:
Monday 20th February 2023

Interviews:
Monday 27th February 2023

References will only be taken up for shortlisted candidates who will be notified beforehand. If you are shortlisted, please contact each of your named referees to inform them that, we will request a reference prior to the interview.

Please note that providing false information as part of your application may lead to a withdrawal of any conditional offer of employment, or disciplinary procedures potentially leading to dismissal without notice.

The Directors and Governors of Exceed Learning Partnership are committed to safeguarding and promoting the welfare of children and applicants will undergo child protection screening appropriate to the post, including checks with past employers. The role is exempt from the Rehabilitation of Offenders Act 1974 and therefore candidates will be subject to an enhanced DBS certificate, the role is engaged in regulated activity and will therefore require a children's barred list check. Shortlisted Applicants will be required to complete a self-disclosure.

The Exceed Learning Partnership

Carr Lodge Academy

Hill Top Academy

Sheep Dip Lane Academy

Edlington Victoria Academy

Sandringham Primary School

Rosedale Primary School

Willow Primary School

Bentley High Street Primary

Exceed Learning Partnership

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