



# Welcome to Edlington Victoria Academy

## Our Core Values

*Develop the following skills and qualities in every pupil*



### Collaborating Cobras

- I am a team player
- I can teach learning to others
- I can share ideas
- I can listen to others
- I can ask questions



### Motivated Meerkat

- I am not afraid of any challenge
- I enjoy my learning
- I am always prepared to learn
- I will take a risk
- I will always take pride in my learning



### Investigating Iguana

- I can explore ideas
- I make links to prior learning
- I can find things out for myself
- I can solve problems
- I can suggest ideas
- I can discover new things
- I can make decisions



### Resilient Rhino

- I never give up
- I try my best
- I enjoy challenges
- I know what to do if I am stuck
- I ask others
- I take risks
- I think carefully about my learning



### Evaluating Elephant

- I can change my plans if I need to
- If something goes wrong, I know how to fix it
- I know what I have done well
- I think carefully about learning targets
- I learn from my mistakes
- I can self assess
- I can peer assess

## Higher Level Teaching Assistant Recruitment Pack

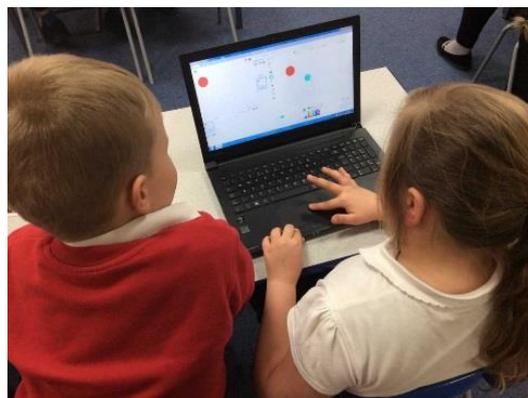


Exceed Learning Partnership  
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

*‘Innovative Education - Transforming Lives’*

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# Exceed Learning Partnership

## Mission Statement

At Exceed Learning Partnership, we are committed to improving the life chances of all children. Where we have the capacity to make a difference, we are morally bound to do so.

We believe every child deserves the best possible start in life - a world class education aimed at helping the children in Exceed Learning Partnership schools become successful learners, confident individuals and responsible citizens.

Our mission is to help every young person in our schools 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.

Members of the Trust strive together for excellence in partnership, so that our children, staff and communities benefit from excellent teaching, learning, leadership and opportunities.

**Motto: 'Every Child, Every Chance, Every Day!'**

The child will always be at the centre, with personalised learning as our starting point, making the challenges of 'Helping children achieve more' a reality. Each child will be encouraged to develop a greater understanding of themselves as a learner, what their strengths are, how they can share these with others and their next steps in their continual learning journey. Pupils will be encouraged and inspired to believe in themselves, build dreams and aspirations and strive to achieve these.

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 the schools within the trust. This will focus on our learning philosophy skills: Resilience, Motivation, Collaboration, Creativity, Investigation, Teamwork and Evaluation.

## What are our Key Values for Learning?

**Passion** - Working in education, we have the ability to profoundly change children's lives; the stakes are incredibly high. Our aim should always be to provide for the pupils of our Academies what we would want for our own children.

**Urgency** - 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.

**Positivity** - Staff have a responsibility to be positive and supportive of each other. Negativity leads to low expectations and a culture where excuses are tolerated.

**Aspiration** - Embodied in the Trust motto, "Every Child, Every Chance, Every Day" all members of staff aim for excellence in their individual professional roles.

**Commitment** - Staff are prepared to go the extra mile to provide the best possible education for their pupils. The interests of children are always placed ahead of those of staff.

## Principles Underlying our Academies

- All share a relentless drive to support every child to make better than good progress in their learning to reach their full potential - *Raising Standards*
- Have the highest expectations of all children and staff - *Raising Expectations*
- Ensure all children become highly motivated and can challenge themselves to meet high expectations and aspirations - *Raising Aspirations*.
- Help children develop high self-esteem-respecting and taking responsibility for themselves, others and the environment - *Raising Confidence*
- Recognise and reward success - *Rewarding Success*
- Deliver consistently high quality lessons which enable students to learn well - *Teaching and Learning*
- Develop independent learning, communication, literacy and numeracy skills across all subject areas - *Core Skills*
- Provide a creative and challenging curriculum which is personalized to meet the needs of all students - *Curriculum*
- Create a variety of opportunities to promote students' spiritual, moral, social and cultural development - *SMSC*
- Develop positive and secure 'Learning partnerships' between school, home and the community - *Community Cohesion*

## Our Core Goals for our Academies

1. Our academies to excel in Statutory Test Outcomes for all their learners.
2. All academies enrolled within Exceed Learning Partnership to be capable of good or outstanding judgements from OFSTED when next inspected after two years of joining the Trust.
3. Our academies will develop innovative and transformational teachers who are constantly reflecting on the best ways to improve learning.
4. Our academies to be oversubscribed or on a significant upward admissions trend
5. The academies to be working closely together within Exceed Learning Partnership, creating a sustainable model of high quality education for the pupils who attend them. This will be as a result of accessing high quality corporate services, sharing ideas that work, adoption of appropriate common policy and practice, co-development, support provision and utilising teachers, leaders and support staff for the benefit of all academies.
6. Exceed Learning Partnership to be self- sustaining and outward looking, using its capacity to support those who are underprivileged, in difficulty, or in any other way in need.
7. An inclusive culture to be the norm in each academy, with exclusions rare and every pupil leaving their academy with a plan for the next stage of their educational journey.
8. The Professional Development Programme to be producing high quality committed professionals and future leaders for ELP academies as well as schools beyond.
9. ELP academies to be recognised nationally as organisations of high quality, producing outstanding results within a culture of innovation and achievement.
10. All academies within ELP to continually develop their own unique characteristics and ethos re- enforcing their individual identities within their respective communities. In our academies, their unique distinctiveness will underpin how they grow, develop and enrich the experiences of all pupils across ELP.
11. Exceed Learning Partnership to constantly build upon the diversity of its academies in order to broaden the experience of its pupils and communities and challenge discrimination and prejudice in all its forms.

***Exceed Learning Partnership believes that all pupils have the right to the very best education.***

## Letter from the Principal - Emily Clark

Dear Applicant

Thank you for your interest in the position of Class Teacher at Edlington Victoria Academy.

At Edlington Victoria 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 every pupil an opportunity to reach their potential, with the help of a very dedicated team of staff, governors, parents and pupils.

This is an exciting opportunity for the successful applicant to use their skills and individuality and support us in our continuing journey of improvement. In July 2016 the academy, previously Edlington Victoria Primary, was judged to be 'good' by OFSTED. Some of the strengths noted were:

- The Executive Principal who is also the CEO of the Trust has been an inspirational force, setting out a clear vision for how successful the school can be. As a result of her excellent leadership, substantial improvements have been made since the time of the last section 5 inspection and standards have improved at every key stage.
- The head of school has kept a relentless focus on changing the school for the benefit of pupils, ensuring rapid improvement in the quality of teaching and in pupils' attitudes to learning.
- Middle leaders have been effective in improving the teaching of English and mathematics and consequently the majority of pupils are working at levels expected for their age.
- As a result of good teaching, almost all pupils are now making expected progress and many make accelerated progress.
- Pupils behave well in lessons and around the school. Pupils have a well-developed understanding of how to improve their learning, resulting in them taking responsibility for their successes and learning from failure.

Following on from the OFSTED inspection we feel that there are still lots of great things that we would like to consolidate and implement to ensure that our pupils truly achieve their potential. We would like to appoint someone who has the same vision and drive for our pupils and can add positively to what we already have in place.

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 the position.



Emily Clark

Principal

## ABOUT EDLINGTON VICTORIA ACADEMY

Edlington Victoria Academy is situated in Edlington. We are a large primary school, with a 52 place nursery. The academy currently has a foundation unit and a large outdoor learning area. We have 8 classes throughout Key Stage 1 and Key stage 2.

The academy has a very strong community ethos which influences all aspects of school life. The academy has various libraries, a music room, Thrive room and two large halls, one of which has a staged area for the children's performances. All classrooms are equipped with interactive Clevertouch and we have three laptop units and three iPad units to transport between each class.

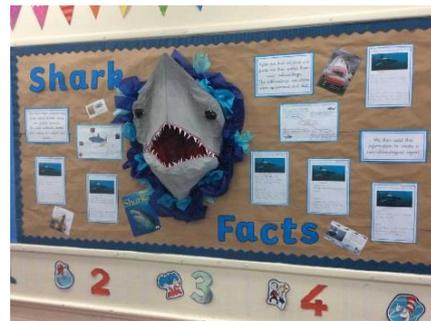
The Executive Principal is a National Leader of Education. The academy has developed a very strong and committed Leadership & Management Team who support the work of the Executive Principal and Principal in leading/managing improvement. The academy has a large number of support staff to enhance learning opportunities including Pastoral Support, three Nursery Nurses, two HLTAs and experienced Teaching Assistants.

The pupils of Edlington Victoria Academy come from a range of social and cultural backgrounds. Approximately 26% pupils are on the SEN register. 30% of children are on free school meals.

Sporting activities are a key feature of the academy. We use sports coaches and teaching staff to provide the highest quality provision and to ensure that the widest range of activities are possible. In addition a large number of extra-curricular sporting activities are available for pupils during lunch time and after school. These are run by staff, playground leaders and the pupils. We have achieved our Eco Schools Bronze Award and are working to make this a Silver Award by the end of this academic year.

The academy is also committed to providing the pupils with the most exciting and inspiring learning opportunities in order to raise standards. We have developed a thematic skills based approach to the curriculum and we use external visits to provide the pupils with enriched learning experiences.

Edlington Victoria is meeting the core offer of extended services and is fully committed to the inclusion of all pupils. We have a Pastoral Support and Intervention Manager who works with pupils to build their self-esteem and ensure that all pupils strive for their very best. We have a school council who are actively involved in the decision-making of the academy and we have strong links with community services to ensure that all the needs of the children are met.







## Job Description & Person Specification

### Higher Level Teaching Assistant

# 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 (27.5 hours/week term time only)

**GRADE/SALARY:** Grade 6, scale point 6 - 11 (£12,290 - £13,569)

**RESPONSIBLE TO:** Principal/Vice Principal/Class Teacher

- JOB PURPOSE:**
- To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development.
  - Responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training

## *SUPPORT FOR PUPILS*

- 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 TEACHERS*

- 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
- 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
- Advise on appropriate deployment and use of specialist aid/resources/equipment

#### **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.

#### *SUPPORT FOR THE SCHOOL*

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting 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 school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Deliver out of school learning activities within guidelines established by the school
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class

#### ***LINE MANAGEMENT RESPONSIBILITIES WHERE APPROPRIATE***

- Manage other teaching assistants
- Liaise between managers/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*

### **Safeguarding Procedures:**

It is the responsibility all members of staff to follow the correct safeguarding procedures in school.

1. All staff have a duty to attend child protection training every three years
2. All staff have a duty to read and follow the safeguarding policies in school

All staff have a duty to report any concerns about a child or potential breach of safeguarding procedures by an adult to the designated person for Child Protection which is the Principal:

Mrs E Clark

### **Health & Safety**

1. Be trained in procedures for Health & Safety & First Aid
2. To administer first-aid as agreed in the procedures within the Policy

To Be trained in Procedures for Safeguarding & Child Protection and ensure that the procedures are applied in all aspects of the role.

### **Equal Opportunities**

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

### **PERFORMANCE MANAGEMENT**

1. To set key targets for development
2. To work towards achieving targets for development

### **PROFESSIONAL LEARNING**

1. 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.

To uphold the academy's policy 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.

All staff participate in the academy's performance appraisal scheme



## Exceed Learning Partnership Higher Level Teaching Assistant Person Specification



**Post Title: Higher Level Teaching Assistant**

ATTRIBUTE/REQUIREMENT	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
<b>EDUCATION, QUALIFICATIONS AND VOCATIONAL TRAINING</b>	QTS or Successful Assessment of HLTA Professional Standards. Willingness and ability to obtain and/or enhance qualifications and training for development in the post. GCSE Maths and English.	NVQ Level 4 equivalent/relevant qualification. First Aid Certificate.	Application Form Examination of Certificates
<b>RELEVANT EXPERIENCE</b>	Working in a learning environment with school age pupils. Use of ICT to support learning.	Several years experience working in key stage in a school/education establishment. Report writing.	Application Form Interview References
<b>KNOWLEDGE AND SKILLS</b>	Excellent numeracy/literacy/oracy skills. Working knowledge of national curriculum. Child Protection Procedures.	Working knowledge of relevant Policies/Codes of Practice/Legislation, applicable in school.	Interview Application Form References
<b>PERSONAL CHARACTERISTICS</b>	Ability to relate well to children and adults. Ability to self evaluate own practice and learning needs.	Ability to work as part of a team. Ability to organise, lead and motivate others. To work as part of a team. To keep abreast of local/national initiatives in education.	Application Form Interview References
<b>PHYSICAL ATTRIBUTES</b>	As assessed and advised by Occupational Health.		Medical Questionnaire Medical examination if required.
<b>ADDITIONAL FACTORS</b>			
<b>CONTRA-INDICATORS</b>	A clear enhanced DBS check to be carried out.		