



Proud to be part of  
**GREENSHAW**  
LEARNING TRUST



**HOLMLEIGH PARK**

**HIGH SCHOOL**



# TEACHING ASSISTANT

**Start Date:** 1<sup>st</sup> September 2021

**Salary:** Grade F Point 6 – 12 (£19,698 - £22,183) **Actual:** (£15,336 - £17,270)

**Status:** Permanent

**Working Hours:** 32.5 hours per week, Term-time only + Inset Days

## INTRODUCTION

Thank you for taking an interest in joining us as a Teaching Assistant.

Holmleigh Park is an ambitious academy located in Tuffley, Gloucester. We believe that all children have limitless potential, and are proud to offer a comprehensive education to all students in our local community. We expect all staff, students and parents to embrace our three principles - **Work Hard, Be Kind, Take Responsibility** - so that our students leave school as ambitious, confident and successful young adults with the highest standards of integrity.

## Why join us?

- **Our clear systems:** At Holmleigh Park, we believe that simple and clear support systems are the driving force which will improve our school
- **Centralised support:** As members of the Greenshaw Learning Support, our support staff benefit from expert advice, training and assistance from the central team, and have the opportunity to collaborate with staff across our South West schools.
- **The opportunity to make a difference:** Our school is improving incredibly quickly, and we're proud to offer all local students a standard of education which we fully expect to outpace the local grammar schools within two years.
- **The quality of living:** Our easily accessible location is just 15 minutes from the Cotswold Hills, and is within commuting distance from Cheltenham, Bristol and Cardiff.

We are proud members of the Greenshaw Learning Trust, a 'family' of like-minded schools, which collaborate to provide mutual support, share their good practice and learn from each other, whilst retaining and developing their own distinctive characters. Join us and see why we are one of the fastest improving MATs in the country.

Our website provides a clear picture of our aspirations and our vision; however, please do not hesitate to contact us to seek further information. We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours. We welcome visits or conversations with prospective applicants. To arrange a tour or a confidential phone call, please contact Ms Harrison ([l.harrison@hphigh.co.uk](mailto:l.harrison@hphigh.co.uk)).

We are ambitious about diversity and inclusion and very much look forward to receiving applications from candidates whose personal qualities and values reflect those in the person specification and whose experiences also place them in a strong position to deliver the challenges set out in the job description. We encourage applications from candidates regardless of age, disability, gender identity, sexual orientation, pregnancy, marital status, religion, belief, or race.

We are committed to safeguarding and promoting the welfare of children and young people therefore this appointment will be subject to vetting, including an enhanced DBS disclosure.

I look forward to hearing from you soon.



Patrick Farmbrough  
Headteacher

## **JOB DESCRIPTION**

This is an extremely exciting time to join Holmleigh Park High School. Within just a few months of the school joining the Greenshaw Learning Trust and relaunching itself as Holmleigh Park High School, we have ensured that all lessons are 100% disruption-free. We are now looking for an ambitious, enthusiastic and resilient practitioner to work alongside a team of 3 other technicians.

**Report to:** SENCO/Teacher

**Salary:** £19,698 gross (Actual £15,336 pa)

**Term time only plus all INSETS**

**Hours:** 32.5 Hours per week Mon-Friday

**(to be worked flexibly between hours of 08:30-15.30)**

### **Strategic Direction**

- To contribute to the evaluation of the school's SEN Policy and Inclusion Policy and practice through discussions with relevant staff
- To attend appropriate in-service training provided by the school or local authority
- To attend school team meetings and meetings with external agencies as required and to prepare reports for these meetings, if required

### **Key Duties**

- To provide in-class support for identified individual SEND students or small groups of SEND students (e.g. 4-5 students), including specialist subject support as appropriate.
- Understanding the needs, outcomes and provision outlined in students' EHCPs/My Plans and adapting classroom support accordingly
- To develop effective relationships with the parents of SEND students so that progress and provision can be regularly discussed
- Implementing the advice and strategies recommended by other organisations and professionals, such as Advisory Teachers, Educational Psychologists, Occupational Therapists, CAMHS
- Maintaining a working knowledge of the difficulties affecting pupils, such as learning difficulties, dyslexia, ADHD, autism, dyspraxia, visual impairment, speech and language impairment, social interaction difficulties and physical disabilities
- Working with teachers to identify suitable strategies for students experiencing difficulty in accessing aspects of the curriculum
- Supporting students of all abilities in making progress across the curriculum by demonstrating a proactive role in the classroom at all times
- Under the direction of the class teacher, to assist in the management of the whole class through the overt modelling of effective behaviour management techniques.
- Small group intervention, where appropriate
- Under the direction of a class teacher, SENCo or Specialist SEN Teacher, to develop and lead small group work for identified students (e.g. reading schemes, phonics, spelling, numeracy, speech and language and social skills to groups of 4-5 students) and to contribute to the appropriate paperwork for these groups

- To assist in the production of teaching and learning materials for students, including differentiating the materials.
- using school assessment data to inform support so that help for students is prioritised effectively.
- To provide support, to include personal care, for student(s) experiencing physical or medical difficulties (following training), and physio/transferring of students as appropriate.
- To provide after school support for identified students as part of Key Stage 4 SEND support for GCSE study or for students attending Homework Club.
- Under the direction of Heads of Year/Deputy Heads of Year, contribute to the school's daily line up routine and Tutor Time Reading Programme.
- To provide regular feedback to the class teacher and to the SENCo or the relevant line manager.
- To use appropriate systems for recording and monitoring of students with behavioural and learning difficulties (e.g. Provision Map)
- Monitoring individual SEN pupils and reporting on progress and support requirements in lessons ahead of SEN reviews or meetings with parents;
- To undertake assessment of students and to provide data to the relevant member(s) of staff for analysis.
- To provide support to identified students undertaking tests/exams to enable them to make full use of their access arrangements.

### **Staff Development**

- To continue personal development in the relevant areas including subject knowledge and teaching methods
- To engage actively in the Performance Management process
- To participate in whole school CPD programmes
- To take part in the staff development programme by participating in arrangements for further training and professional development.

### **Safeguarding**

- Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding Policy within the school
- Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons

### **Personal Responsibilities**

- To play a full part in the life of the school community and to encourage staff and students to follow this example
- To actively promote school policies and procedures
- To be responsible for own continued professional development
- To comply with the school's Health & Safety policy and undertake risk assessments as appropriate.
- To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment
- To attend meetings scheduled in the school calendar punctually
- To adhere to the School's Safeguarding Policy.

### **Physical Effort**

- The role can require support for students with physical disabilities who are manual wheelchair users, in which case appropriate manual handling training will be given
- Occasional lifting may be required to move equipment and resources but is not a significant factor.

### **Working Environment**

- Most activities will be undertaken within the school premises.

### **Equipment**

- Use of computer and other audio-visual aids to support teaching and learning activities.

### **The Greenshaw Learning Trust Mission Statement**

- *We are ambitious for our schools and their students. We believe that there is no ceiling on what can be achieved by anyone, regardless of their circumstances or background.*
- *We are committed to providing a supportive and inclusive learning environment, giving every young person the opportunity to fulfil their potential now, and in the future.*
- *We seek to realise the power of individuals and organisations working together in collaboration whilst retaining their individuality, and we recognise that we can always improve.*

### **Greenshaw Learning Trust Employee Benefits**

The Greenshaw Learning Trust recognises that our employees are our most important asset and we are aware that the quality and commitment of our employees is critical to our success. We offer all our employees the following staff benefits:

- Excellent CPD opportunities and career progression.
- Employer Contributions to Teachers Pension Scheme.
- Cycle to work scheme.
- Gym membership scheme.
- Employee Assistance Programme.
- Eye Care Voucher scheme.

### **Safeguarding Children**

The Trust is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to an enhanced Disclosure & Barring check along with other relevant employment checks.

***This job description is not exhaustive and serves only to highlight the main requirements of the post holder. The line manager may stipulate other reasonable requirements. The job description will be reviewed regularly and may be subject to change.***

## PERSON SPECIFICATION

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and where appropriate citing supporting examples within their application.

Qualifications	Essential	Desirable
Good GCSEs or equivalent which must include a C grade in Maths and English		●
Minimum Level 3 vocational training / qualification in the care, development and education of children or relevant experience	●	
Experience and Knowledge	Essential	Desirable
Experience of working within a school settings	●	
Knowledge of national educational developments		●
Skills and Abilities	Essential	Desirable
Ability to work effectively with young people in a school-based setting.	●	
Capacity to work effectively as part of a team	●	
Excellent time management	●	
Able to clarify and explain instructions	●	
Personal	Essential	Desirable
High professional standards and personal integrity	●	
Commitment to building positive relationships with students and parents/carers.	●	
Self-motivated, setting challenging personal objectives and targets.	●	
Ability to communicate sensitively and effectively with colleagues, parents and students.	●	
Hardworking and committed	●	
Sound judgement	●	
Flexible and responsive to change	●	
Able to maintain confidentiality	●	
Commitment to working within the School's Safeguarding Policy and Procedures	●	

# The Recruitment Process

## The Application Process

### 1. Applications

To apply for a staff vacancy, please register for an online account to complete the application form. Please visit our website [www.hphigh.co.uk](http://www.hphigh.co.uk)

The recruitment process is managed via your online account and you will receive regular notifications regarding the progress of your application.

The completed online application form should be accompanied by a personal statement of suitability of no more than 2 sides of A4. In the application form and personal statement, you should demonstrate how you meet the requirements set out in the Person Specification. Please include specific examples which support your application.

Applications must be received no later than **Monday 9<sup>th</sup> August 2021**. Applications received after this date and time will not be considered.

### 2. Shortlisting

Shortlisting will be finalised on **Wednesday 11<sup>th</sup> August 2021**. Shortlisted candidates will then be invited by telephone to attend for interview. Please make sure you have given day and evening telephone numbers on which you can be reached.

### 3. Interview

Interviews will take place on **Friday 13<sup>th</sup> August 2021**.

### 4. Notification of outcome

Candidates will be notified of the outcome as soon as possible following the interview process. Please ensure you have given day and evening telephone numbers on which you can be reached.

### 5. Feedback

Unsuccessful shortlisted candidates will have the opportunity for professional feedback during the week following the interviews.

### 6. Taking up post

The successful candidate will take up post as soon as possible.

Should you require any additional information, please contact Lin Harrison, HR Officer at [l.harrison@hphigh.co.uk](mailto:l.harrison@hphigh.co.uk)