



Transforming Lives

EDUCATIONAL TRUST

**Henry Hinde Junior  
School  
Teaching Assistant  
Level 2**

**Recruitment Pack June 2022**

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# About Transforming Lives Educational Trust

## Our History

The Transforming Lives Educational Trust (TLET) was established in October 2016 and is a Charitable Trust and Company Limited by Guarantee. TLET grew out of a partnership between a high performing secondary school and primary school in Rugby, Warwickshire. The desire to work together arose from continuing population growth in the local community, our belief that we can shape and influence practice wider than our current schools, and the desire to provide the community with more high-quality school places. The Trust is set to grow over the coming years and currently comprises of two secondary-phase academies, Ashlawn School and Houlton School, and two primary-phase academies, Henry Hinde Infant School and Henry Hinde Junior School. Currently we are responsible for approximately 2400 children and young people and, along with the Trust's Central team, 350 employees and £13m of public money annually.

## Our Vision

We believe in the transformative power of learning and its singular ability to broaden horizons, deepen perspectives and extend potential.

Our family of academies will be recognised as the most forward-thinking and innovative organisations within the communities they serve, providing a springboard for our children, young people and staff so that they become exemplary citizens who strive to stretch their potential and become transformers in a diverse and ever-changing world.

## Our Strapline

Transforming tomorrow, today.

## Our Standards

### One team, one goal

- ◆ We are totally united and committed to improve life chances.

### Best daily deal, everyday

- ◆ We have the highest expectations for all, in all, from all, always.

### No excuses

- ◆ We see it, own it, sort it.

### Community First

- ◆ If it's important to you, it's important to us – we care.

## Our Values

**T**end the team – *listening to, sharing with, and learning from others so that we nurture the potential of all (loyalty)*

**R**each for excellence – *only comparing ourselves to the best – seeking to match and then surpass it (excellence)*

**U**talise innovation – *seeking forefront thinking and creativity, and leading the change (courage)*

**S**eize success – *holding onto our vision and building on our achievements (tenacity)*

**T**hank as you go – *recognising the contribution of others to the Trust's successes (kindness)*

## Our Academies



## Our Team

Without exception, everyone is deeply committed to the very highest outcomes, regardless of their role, recognising the strength of collective contribution and effort.

### Leaders

Academy leaders, driven by exceptional Principals, focus relentlessly on pupils and their outcomes, with everything else as peripheral. They are restless in their leadership, seeking ever better ways to improve in a culture of success. They do what it takes to make the difference.

Central team leaders, motivated by an inspiring Executive, lead high performing teams who add value to our academies by providing the environment in which others thrive. They unburden academy leaders, enabling them to keep the main thing, the main thing – pupil outcomes.

Governance, for our academies and for the Trust, is robust, rigorous and proportionate, providing professional support and challenge so that leaders strive to the limit of what is possible with a sharp focus on outcomes and excellence.

Our leaders never allow the urgent to distract them from the important, navigating a clear route to long-term success.

### Teachers

Our teachers are highly effective in the classroom, both in the uncompromising quality of their teaching and in the perceptive and individualised attention they give to pupils. They are passionate about the subjects they teach and dedicated to the children in their care. Our teachers are carefully recruited and expertly supported to make sure they, like our pupils, are always at the top of their game.

### Support Staff

Our support staff are the backbone of our organisation and are specialists in their areas of responsibility. Like our teachers, they are well-trained and highly effective at ensuring the smooth operation of our Trust day in, day out.

## Our Aims

1. Our children achieve more, and make better progress, by attending a TLET academy than would otherwise be expected.
2. Others hold our academies, and the Trust, in the highest regard.
3. Our accommodation and premises are safe, well maintained and with facilities that are constantly improving.
4. Infrastructure and management systems are effective and cohesive, underpinned by sound financial management.
5. Our Trust operates at least seven academies, with due regard to growing responsibly, sustainably and with a mix of primary and secondary phased academies.

6. The welfare of our children and staff is promoted effectively in a safe environment where they are protected from harm.

## Why Work for TLET?

At TLET, we want to be an employer of choice for our employees.

We believe that the children and young people in our care deserve the very best staff who are highly effective at what they do. We want our employees to take great pride and satisfaction in their work. This means that one of our fundamental priorities is to ensure that all of our employees feel valued, knowing that the role they fulfil is vital to transforming the life chances of others. Put simply, we are loyal to our employees and receive their loyalty in return.

### Comprehensive Induction

When joining TLET, you will have access to a detailed induction programme which is designed to ensure you feel confident in your new role from your first day with us. This is led by our HR team in partnership with your line manager and focuses on our culture, safeguarding, site orientation, key people and TLET expectations, among other things. We know the importance of a great start for our children and young people when they join one of our academies, so we place just as much importance on the way new employees transition into TLET.

### Tailored Training

We believe in giving our children and young people the best daily deal. To this end, all of our employees have access to individualised performance development programmes and tailored training to ensure we are all restless in our pursuit of excellence. We work with respected training providers such as ECM Consultants, Challenge Partners and our own TLET Education Improvement Service, harnessing a blended training platform of virtual and face-to-face sessions.

### Tending the Team

At TLET, we recognize that working in schools is extremely rewarding, but we haven't lost sight of the fact that it is often challenging and burdensome. All our employees have access to our TLET wellbeing offer to promote your mental and emotional wellness. This centres around a suite of staff provision such as bitesize online wellbeing training to help maintain work-life balance, free access to professional counselling and even shopping vouchers! In short, we take care to care.

### TLET Central Team

As an employee at TLET, you will benefit from our extensive and expert Central Team who are based in Rugby making them highly accessible and responsive. The Central Team deliver leadership, finance, estates, business operations, SEND, HR and IT expertise to our academies with the intention of making it easier for others to do their job. Our Central Team work in partnership with our academy leaders to ensure that support is tailored to the needs of each academy.

Furthermore, we follow the School Teachers' Pay and Conditions Document, the National Joint Council guidelines and recognize continuity of service for all employees joining TLET to ensure that our employees are looked after well compared with others in different settings.

## About the Role

Thank you for your interest in the position of Teaching Assistant at Henry Hinde Junior School.

This pack has been designed to help you should you choose to submit an application to us, which we sincerely hope you do. The pack aims to answer all of your initial questions, but if not, please do not hesitate to contact us. It is extremely important to us that you feel comfortable and confident to proceed with your application as we aim to make the very best appointment possible.

## About Henry Hinde Junior School

Henry Hinde Junior School is a two-form entry junior school in Bilton, a western suburb of Rugby, and serves families from the immediate area. The academy is situated in extensive grounds and with a range of indoor and outdoor facilities. The academy enjoys a strong partnership with its feeder infant school, which is also a TLET academy, as well as supportive relationships with other TLET academies and the local consortium of primary schools.

The School currently has 244 pupils on roll which makes it an average-sized junior school. A small number of pupils speak English as an additional language. The proportion of pupils with SEND is above that of most schools. A higher than average proportion of pupils are eligible for free school meals and come from disadvantaged families.

Henry Hinde Junior is a warm, happy school. Our facilities and resources complement a positive, purposeful atmosphere in which everyone works hard and with purpose.

The school is an exciting place in which to learn. We pride ourselves on being a forward-thinking and exciting centre of learning.

Enrichment opportunities are also a key part of our school life. Henry Hinde Junior has a strong heritage in the cultural, creative and leadership activities which extend learning.

## So, who are we looking for?

This is an exciting opportunity for...

The successful candidate will support the learning and well-being of students throughout the whole school and to promote a positive environment to enable them to access their education.

The post requires an individual who is able to work as part of a team, support class teachers, and manage a student in a 1:1 and whole class setting. The successful candidate will be able to establish an excellent relationship with the student who has been diagnosed with Autism.

You will enjoy support and guidance from a friendly team who work together and aim to give the best possible educational experience for their students.

The successful candidate will:

- Be able to build effective working relationships with pupils and adults
- Be committed to supporting pupils to succeed
- Be able to contribute to the successful team

## Why work for Henry Hinde Junior School?

- We are an average sized junior school committed to supporting all members of the school community to succeed
- We are an improving school, well respected within the local community

- You'll be working within a community of passionate, committed colleagues who genuinely support each other
- A staff wellbeing team implements various strategies to boost staff engagement including various activities and events
- Excellent opportunities to develop and grow in the successful and expanding Transforming Lives Educational Trust, a growing Multi-academy Trust based within the local community

### What next?

We want to hear from you if you are as excited as we are about this fresh opportunity within our successful and growing Trust. In return, we can offer the right candidate the chance to work within our innovative and forward-thinking Trust as well as offering excellent professional development and progression.

We encourage you to consider the information in this pack carefully and use it to picture yourself within the role at Henry Hinde Junior School. Should you wish to discuss any element of the pack in more detail, please don't hesitate to contact us. We look forward to receiving your application.



## How to Visit & Apply

Please read the information in this pack. If you are interested in this job opportunity, please apply by downloading the application form from our website [website \(www.tlet.org.uk\)](http://www.tlet.org.uk). Completed application forms should be emailed to [careers@tlet.org.uk](mailto:careers@tlet.org.uk) or posted to:

HR Department (Careers)  
c/o Houlton School  
Signal Drive  
Houlton  
Rugby  
Warwickshire  
CV23 1ED

If you have any questions about the role or would like to visit Transforming Lives Educational Trust or one of our Academies, please don't hesitate to contact us by emailing [careers@tlet.org.uk](mailto:careers@tlet.org.uk) or selecting option 1 on our telephone menu – 01788 593900.

If you decide to apply you should include a supporting statement with your application form (either in the application or as a covering letter) on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to the Trust.

Please do not send a general letter; we are really looking for someone who is prepared to respond to us as an individual Trust. You can be sure that we will take time and care in reading your letter; we appreciate how much time and energy goes into writing it.

Recruitment Timeline*	
Monday 13 June	Position advertised
Monday 27 June	Closing date for applications (9am)
Week commencing Monday 27 June	Final Shortlisting and contact with candidates References will be requested at this stage
TBC	Final Panel Process

*\*Timeline may be subject to change*

## Job Description

<b>Location:</b>	Henry Hinde Junior School
<b>Job Title:</b>	Teaching Assistant (Level 2)
<b>Salary:</b>	NJC07 – NJC011 Term time + 5 days £20,444.00 – £22,129.00 FTE <i>Actual Salary: £16,133.38 – 17,463.09</i>
<b>Hours:</b>	Monday – Friday 08:15am – 15:45pm
<b>Contract:</b>	Permanent
<b>Start date:</b>	ASAP
<b>Responsible to:</b>	Miss Jennie Nurse – Principal
<b>Job purpose:</b>	Teaching Assistants make the education of their pupils/students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teaching Assistants act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teaching assistants up-to-date and are self-critical; forge positive professional relationships; and work with others in the best interests of their pupils/students.

### MAIN ROLE AND RESPONSIBILITIES:

#### The post holder is accountable for:

- Promoting inclusion and acceptance of all pupils/students, encouraging them to interact and work co-operatively and engage in learning;
- Promoting independence and development of self-esteem;
- Assisting in the personal, social, emotional development of pupils/students and development of self-esteem;
- Assisting with the development and implementation of IEPs/behaviour plans;
- Using specialist skills/knowledge/training to provide support in specialist areas;
- Working with pupils/students with complex special needs, monitoring and providing for general care, safety and welfare, including tasks connected with their social inclusion and providing for their personal, physical and health care needs;
- Encouraging and reinforcing positive interactions between pupils/students working within any behaviour targets set;
- Monitoring individual/group achievements of key objectives and provide feedback to the teacher;
- Having an up-to-date understanding of the role and responsibilities of a level 2 post;
- Contributing to the overall ethos/work/aims of the school;
- Establishing constructive relationships and communication with other agencies/professionals, in liaison with the teacher.

#### Curriculum support:

- Contributing to curriculum planning and evaluation and assisting in its implementation;
- Assisting in the delivery of lessons/sessions and interacting with the teacher and pupils/students as required;
- Undertaking agreed learning activities/teaching programmes, adjusting activities according to pupil/student responses;

- Supporting and using ICT in learning activities and develop pupils'/students' competence and independence in its use;
- Preparing, maintaining and using the equipment and resources required to meet the learning activities and assist pupils/students in their use;
- Undertake programmes linked to local and national learning strategies, recording achievement and progress and feeding back to the teacher.

**Support for pupils:**

- Supporting individuals or groups during independent / group work e.g. explain tasks, reinforce key objectives/ concepts or vocabulary, use practical apparatus, support less able pupils/students, extend/challenge more able, keep pupils/students on task, interested, motivated and engaged;
- Supporting the whole class for short periods;
- Delivering planned learning activities to larger groups of children following appropriate training and provision of resources;
- Supporting the preparation of and follow-up for educational visits and assist with their supervision, in accordance with an appropriate risk assessment and guidance;
- Helping pupils/students to develop communication skills;
- Identifying and reporting uncharacteristic behaviour patterns;
- Assisting with pupil/student supervision on trips off the premises, under overall guidance of the teacher;

**Support to teacher:**

- Assisting with lesson/activity planning, delivery and evaluation;
- Undertaking marking of work under the direction and guidance of the teacher;
- Contributing to pupil/student assessment through observation and reporting;
- Recording information relevant to assessment and review of pupils'/students' progress
- Attending IEP and statement review meetings;
- Supporting implementation of strategies to manage pupil/student behaviour;
- Actively involved in day to day management of the learning environment including responsibility for the care and preparation of teaching aids, equipment, materials and differentiated resources;
- Undertaking routine and non-routine administrative tasks;
- Liaising with parents/carers, specialist teachers and other professional staff, share and provide information;
- Assisting with the development and maintenance of the outdoor classroom and its activities and extend outdoor activities with children, where applicable.

**Support to the school:**

- Understanding and complying with policies and procedures;
- Being aware of and support difference and ensure all pupils/students have equal access to opportunities to learn and develop;
- Liaising effectively with parents/carers, participating in feedback sessions/meetings;
- Attending and participating in regular meetings and in training and other learning activities as required;
- Managing First Aid resources and administration of medicines (where appropriate) and First Aid

**Other duties and responsibilities of a Teaching Assistant:**

Carry out other duties that the Principal and/or line manager may reasonably request. Transforming Lives Educational Trust is committed to safeguarding the welfare of children and expects all staff to share this commitment. An Enhanced DBS Disclosure is required for all staff within the Trust.

This job description sets out the duties and responsibilities of the post at the time it was drawn up.

Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all children and young people.



## Person Specification

<b>Job Title:</b>	Teaching Assistant (Level 2)
<b>Reports to:</b>	Jennie Nurse - Principal

**The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all staff, children and young people and to be committed to promoting diversity and inclusion.**

SPECIFICATION	ESSENTIAL	DESIRABLE
<b>Qualifications/ Training</b>	Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held) GCSEs at grades 9 to 4 (A* to C) including English and math's	Safeguarding First aid Manual handling Fire awareness
<b>Experience</b>	Experience of working with children	Experience of planning and leading teaching and learning activities (under supervision)
<b>Knowledge/Skills (Ability to)</b>	Good literacy and numeracy skills Good organisational skills. Ability to build effective working relationships with pupils and adults Skills and expertise in understanding the needs of all pupils Knowledge of how to help adapt and deliver support to meet individual needs Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils Excellent verbal communication skills Active listening skills The ability to remain calm in stressful situations Knowledge of guidance and requirements around safeguarding children Good ICT skills, particularly using ICT to support learning Understanding of roles and responsibilities within the classroom and whole school context	Working knowledge of relevant policies / procedures / codes of practice / legislation, including Data Protection and Child Protection A good working knowledge of computer software packages including Microsoft Word, Excel and Outlook

<b>Personal Qualities</b>	Professional and confident Enjoyment of working with children Sensitivity and understanding, to help build good relationships with pupils A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school Commitment to maintaining confidentiality at all times Commitment to safeguarding pupil's wellbeing and equality	
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**All posts within TLET are subject to pre-employment and vetting checks, including reference checking and enhanced disclosures checks with the Disclosure and Barring Service (DBS).**

