



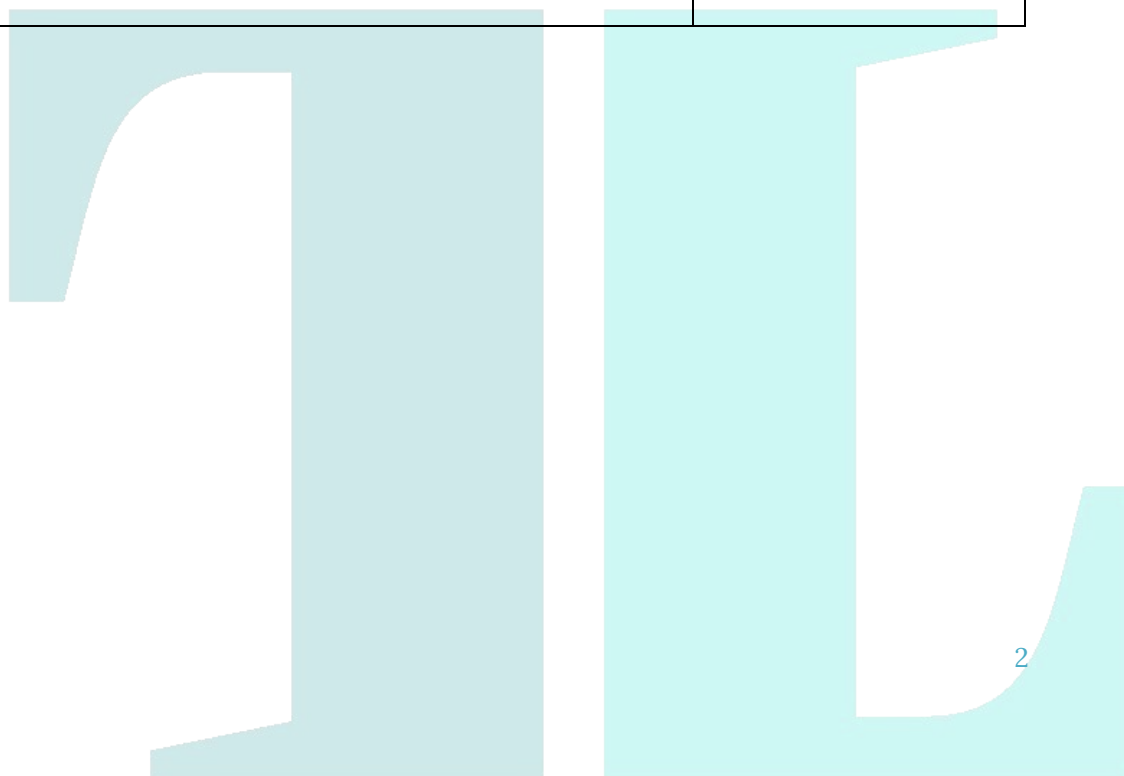
Transforming Lives  
EDUCATIONAL TRUST

**Ashlawn School**  
**Higher Level Teaching**  
**Assistant (HLTA)**

**Recruitment Pack February 2024**

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## At Transforming Lives Educational Trust, we want the change the future

Our academies are places where staff thrive and children flourish, equipped for a world of possibilities, and ready to make a difference to others.

We believe that nothing compares to the transformative power of learning and its singular ability to broaden horizons, deepen perspectives, and extend potential. We know that the very best schooling unlocks the doors of the future, and that all children deserve the best daily deal, every day.

We believe in the dedication and talent of our staff, who deliver greatness in every corner of our Trust. This inspires us to make sure we take the very best care of them, as well as the children and young people in our academies.

Our family of primary and secondary academies work together to provide the best start for our children and young people, and our Trust is the natural home for forward-thinking and innovative practice, led by dedicated and talented staff.

As a successful and growing family of academies, we have developed the size and scope to be far more than the sum of our parts.

### The TLET Way

#### OUR AMBITIONS -

**As a Trust family, our shared ambitions drive everything we do, we call this 'The TLET Way'.**

Through the transformative values of courage, kindness and loyalty, together we:



#### NURTURE POTENTIAL

We flourish in the places we create together.



#### INSPIRE COMMUNITY

We champion each other to make a difference.



#### DELIVER EXCELLENCE

We strive to achieve our best.

### 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.

## 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 the 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 recognise 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 delivers leadership, finance, estates, business operations, HR and IT expertise to our academies with the intention of making it easier for others to do their job. Our Central Team works 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 recognise 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 Higher Level Teaching Assistant (HLTA) at Ashlawn 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.

### So, who are we looking for?

Ashlawn School is recruiting a Higher Level Teaching Assistant to support the learning and wellbeing 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 students in a 1:1, small group and whole class setting. The successful candidate will be able to establish excellent relationships with students, many of whom face significant barriers to their education.

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 post is very rewarding and is ideal for people who have SEND experience and who are looking to take their next step. The post would also be perfect for someone wishing to extend their school experience with a view to training as a teacher. The school is known to promote within and to encourage teaching assistants to train to become teachers through the Ashlawn Teaching School. The Transforming Lives Educational Trust is growing and there is great opportunity for progression.

If you are a passionate individual with knowledge and experience of supporting children and young people, please apply now to be considered for an interview.

### **About the Inclusion Team**

The Inclusion team is the base at Ashlawn for the co-ordination of provision for students with Special Educational Needs and Disabilities. The Special Educational Needs and Disabilities Coordinator (SENDCo) works alongside the two other Faculty leads to arrange and deploy provision, including the allocation of Teaching Assistants to support students in lessons and targeted support in line with their needs outlined in EHCP's.

Our vision is the removal of barriers for success, the acceptance and celebration of differences. We provide the access to opportunity in which every young person can thrive. Our aim is to enable all students to achieve their potential academically and personally, regardless of ability or disability. We aim to increase whole school and community awareness of the importance of equality and equality of opportunity for all students and are committed to providing an integrated and inclusive curriculum to meet individual needs, promoting positive achievement and independence for all.

### **Why work for Ashlawn?**

- A large, bi-lateral school committed to supporting all members of the school community to succeed
- 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, events, conferences, and many other staff benefits
- 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
- To be part of an 11-18 provision with opportunities to teach in the sixth form

### ***A Welcome from The Principal of Ashlawn School***

Thank you for your interest in our school.

As the recently appointed principal of Ashlawn School, I remember well the excitement of considering a new challenge and opportunity. I also know that recruitment is a two-way process. We are looking for the right person for the position; someone who really buys into our vision of ensuring that all staff and students have the right opportunities to maximise their potential in all areas. You are looking for the right school in which to develop and progress, to contribute to the success of others and to get the support that you need to feel happy in your role. We hope that you agree that Ashlawn is exactly that kind of school.

We have a lot to do to move Ashlawn forwards, to regain our position of trust within our community and to become the outstanding school that we know that we can be. We are looking for someone who has the commitment and resilience to being a leader that supports this goal.

We welcome visits to Ashlawn prior to application because we are proud that:

- Our students are motivated and want to succeed
- Behaviour is excellent
- The variety of opportunities both within and out of the classroom provides all students with the opportunity to develop their interests and skills in a wide range of areas

At Ashlawn School, everybody counts. Staff and students will talk about the support they get from each other – we truly are a community. Our key aim is to give every child the opportunity to flourish and develop into life-long learners, engaged in the world around them and ready to take their place in the world as resilient, caring, disciplined, well-educated and employable adults.

If you want to lead a highly effective team, contribute to our excellent standards and have high aspirations for young people then Ashlawn School is the right school for you!

We look forward to meeting with you, so you too can appreciate our wonderful school and its community. With best wishes

**Paul Brockwell**  
**Principal**

#### 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 Ashlawn. 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 ([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.

*\*Timeline may be subject to change*

<b>Recruitment Timeline*</b>	
09.02.2024	<b>Position advertised</b>
01.03.2024	<b>Closing date for applications</b>
01.03.2024	<b>Final Shortlisting and contact with candidates</b> <b>References will be requested at this stage</b>
TBC	<b>Final Panel Process</b>





## Job Description

<b>Location:</b>	Inclusion Faculty
<b>Job Title:</b>	Higher Level Teaching Assistant
<b>Salary:</b>	NJC12 £26,421.00 – NJC17 £28,770.00 FTE Actual Salary: £22,598.00 - £24,608.00 Term Time + 5 Hours: 37 hours weekly
<b>Contract:</b>	Permanent
<b>Start date:</b>	ASAP
<b>Responsible to:</b>	Second in Faculty to Inclusion
<b>Responsible for:</b>	Supporting the day to day running of the Inclusion team, delivery of small group intervention and targeted support in line with the needs of students.
<b>Key relationships:</b>	<ul style="list-style-type: none"> <li>● Head of Faculty</li> <li>● SENCo</li> <li>● Numeracy and Literacy Coordinators and Leads</li> <li>● Teachers</li> <li>● Students</li> <li>● Parents</li> </ul>
<b>Job purpose:</b>	To ensure the smooth day to day running of the Inclusion faculty and foster effective and positive working relationships with all students, colleagues and parents to promote an inclusive environment.

### MAIN ROLE AND RESPONSIBILITIES:

#### Duties and responsibilities will include:

##### Timetabling and Staffing:

- Managing the TA timetable/staffing on a daily basis, including covering absences and sending the daily-cover sheet to TAs
- Undertaking routine and non-routine administrative tasks

##### Testing:

- Involvement in the testing of Year 7 students on entry to the school including setting up students on platforms, allocating tests, delivering testing and generating reports
- Ensuring any key paperwork is passed on from the previous school
- Involvement in administration of the Rapid and the Lass tests to identify and screen for the probability of dyslexia
- Assisting with the annual review testing (WRAT)
- Assisting the Numeracy and Literacy Lead in ensuring letters are sent home home to parents advising them of intervention, following identification of provision required for key pupils (spelling/numeracy/maths)

- Gathering evidence for Access Arrangement Testing from the teachers

**TA Support:**

- Dealing with urgent TA enquiries, logging concerns and passing onto the Faculty leads
- Supporting and advising staff on appropriate strategies for key pupils
- Leading/co-leading training where applicable for TAs and minuting key concerns and issues raised
- Involvement alongside the Inclusion team in the Induction Process for new TAs
- Assisting the Inclusion team in a selection of TA observations
- Participation in the recruitment/induction/appraisal/training/mentoring for other teaching assistants

**Support for pupils:**

- Creating, coordinating and delivering intervention and targeted support in line with needs of students
- Managing a caseload of students to develop positive relationships with them, their teachers and parents to support their learning and progression.
- Providing key pupils with the material they need (laptops/Prodigy/chrome books)
- Support pupils'/students' learning in a range of classroom settings, including working with individuals, groups and whole classes (where the assigned teacher is not present), using detailed knowledge, experience, specialist skills and training
- Where relevant, guide the work of other adults supporting teaching and learning in the classroom.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils/students

**Support the school:**

- Be involved in and contribute to whole school policy development and maintain a working knowledge of and adherence to school policies and practice
- Be aware of and support difference and ensure all pupils/students have equal access to opportunities to learn and develop
- Establish constructive relationships and communicate with other agencies/professionals to support achievement and progress of pupils/students, in liaison with the teacher
- Contribute to the overall ethos/work/aims of the school
- Co-represent teaching assistants at teaching staff/management/other appropriate meetings

*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>	HLTA
<b>Reports to:</b>	Head of Faculty

**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>	<p>Maths &amp; English GCSE 4 (C) or above</p> <p>Level 2 Teaching Assistant qualification or relevant qualification in working with children</p>	<p>Training in child protection and safeguarding</p> <p>First aid</p> <p>Fire safety awareness</p>
<b>Experience</b>	<p>Experience of working with young people in a relevant professional environment (education, youth, health, social work)</p> <p>Experience of providing individual support to children/young people</p> <p>Experience of working on own initiative and making decisions</p> <p>Experience of administrative work</p>	<p>Experience of working in an education setting (desirable) or other student-facing role</p>
<b>Knowledge/Skills (Ability to)</b>	<p>Evidence of understanding young people's emotional and educational needs</p> <p>A good working knowledge of computer software packages including Microsoft Word, Excel and Google Workspace</p> <p>Excellent numeracy and literacy skills</p> <p>Effective verbal and written communication skills</p> <p>Good time management skills</p> <p>Ability to handle sensitive and confidential information and issues appropriately</p> <p>Ability to work independently and as part of a team</p>	<p>Working knowledge of relevant policies / procedures / codes of practice / legislation, including Data Protection and Child Protection</p> <p>Knowledge of tests such as the NGRT, NGST, WRAT, LASS etc or a willingness to learn/undertake training</p>

	<p>Ability to take responsibility and work with autonomy within set boundaries</p> <p>To establish good working relationships at all levels – students, teachers, senior management, board of trustees etc.</p> <p>Ability to self-evaluate learning needs and actively seek CPD</p>	
<b>Personal Qualities</b>	<p>Calm</p> <p>Confident</p> <p>Flexible</p> <p>Reliable</p> <p>Professional and confident</p> <p>Ability to work under pressure and to tight deadlines</p>	

**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).**

