



HOULTON
SCHOOL



Candidate Information

Teaching Assistant Level 2

NJC Salary Range 7



Proud to be part of the
Transforming Lives
EDUCATIONAL TRUST

Foreword from our Chief Executive Officer



Thank you for the interest you have shown in Houlton School and the wonderful opportunity to work here.

I hope that this pack gives you an insight into our remarkable new free school and why we are justifiably proud of its journey so far and the prospect of welcoming Houlton's inaugural faculty of colleagues to the Transforming Lives Educational Trust (TLET) family.

As a new member of the Trust, you will benefit from an extensive and expert central team, most of whom will be based at Houlton, making them highly accessible and responsive. The central team delivers leadership, finance, estates, business operations, SEND, HR and IT expertise to our academies to ensure that academy team members can concentrate on leading teaching and learning.

At TLET, we recognise that teaching is extremely rewarding, but we haven't lost sight of the fact that it is often challenging and burdensome, especially for middle leaders. Our central team work in partnership with our Principals to ensure that support is strategic and tailored to the needs of each academy.

Furthermore, as a Trust, 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. In return, we ask that the preferred candidate has the desire and commitment to work with the Trust to support our strategic objectives and growth strategy.

Please take the time to review the information in this pack and contact our HR Department or the school if you have any questions.

Yours faithfully

A handwritten signature in black ink that reads 'James Higham'. The signature is written in a cursive style with a large, looped 'H'.

James Higham

Chief Executive Officer

Contents

1. The Transforming Lives Educational Trust (TLET).....	4
The Trust	4
Our Vision.....	4
Our Principles.....	4
Our Values	5
Our Strategic Aims:	6
2. About the Role – from our Principal	8
Teaching Assistant	8
3. Job Description.....	11
Conditions of Employment:	11
Responsibilities:	11
Specific Responsibilities:.....	11
Vision and Purpose	Error! Bookmark not defined.
Leadership and Management	Error! Bookmark not defined.
Teaching and Learning	Error! Bookmark not defined.
Curriculum	Error! Bookmark not defined.
Student Achievement	Error! Bookmark not defined.
Staff, Performance Management and Professional Development.....	14
Premises and Administration	14
Safeguarding	14
4. How to apply.....	15
5. Person Specification.....	16

1. The Transforming Lives Educational Trust (TLET)

The Trust

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 currently comprises of a secondary academy (Ashlawn School) and an infant academy (Henry Hinde) with the addition of an established Teaching School Alliance, a sponsored junior academy (Henry Hinde Juniors) and a secondary free school (Houlton School), due to open in Rugby in September 2021. Currently we are responsible for approximately 2,000 children and young people, 350 employees and £12m of public money.

Our Vision

‘Learning Today for the World of Tomorrow’

The Transforming Lives Educational Trust believe in the transformative power of learning and its singular ability to broaden horizons, deepen perspectives and extend potential. We want our family of academies to provide 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 Principles

Ensuring the Quality of Teaching and Learning - *we shall do this through:*

- implementation of best practice and proactively raising standards
- collective accountability for pupil/student progress, attainment and enrichment
- currency of occupational competence and professional development
- child centred funding enabled learning NOT funding driven enabled learning

Ensuring an Inspiring Learning Environment - *we shall do this through:*

- establishing a culture based on openness, respect, integrity, and inclusivity
- application of innovative systems of learning and pedagogy

- resourcing according to learning and educational demand
- utilisation of best fit learning environments within and across the Trust

Ensuring Financial Viability - *we shall do this through:*

- driving efficiency through funding leverage and economies of scale
- operating shared central and/or distributed services
- managing through approved and monitored call down budgets
- setting financial KPIs and efficiency metrics



Our Values

To help us fulfil our vision, we have a number of core values that drive all that we do. These serve as our guiding principles and should be nurtured for their own sake. We believe that our values stand the test of time and allow us to stay true to our purpose.

Our values are built around five key beliefs that we believe make us trustworthy by everyone within, or considering joining, the TLET. We believe that trusted relationships should underpin all that we do and achieve, and we place no high importance than that on our values. Put simply, we aim for others to have trust in the Trust.

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

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

Utilise innovation - *seeking forefront thinking and creativity, and leading the change (courage)*

Seize success – *holding onto our mission and building on our achievements (tenacity)*

Thank as you go - *recognising the contribution of others to the Trust's successes (kindness)*

TRUST, therefore, helps us ensure that the organisational behaviours across our family of academies are consistent and of the highest standard. We expect all our academies to abide by these values, especially when making difficult decisions – indeed, no value is more or less important than another, and all need to be upheld in our day-to-day behaviours and actions.

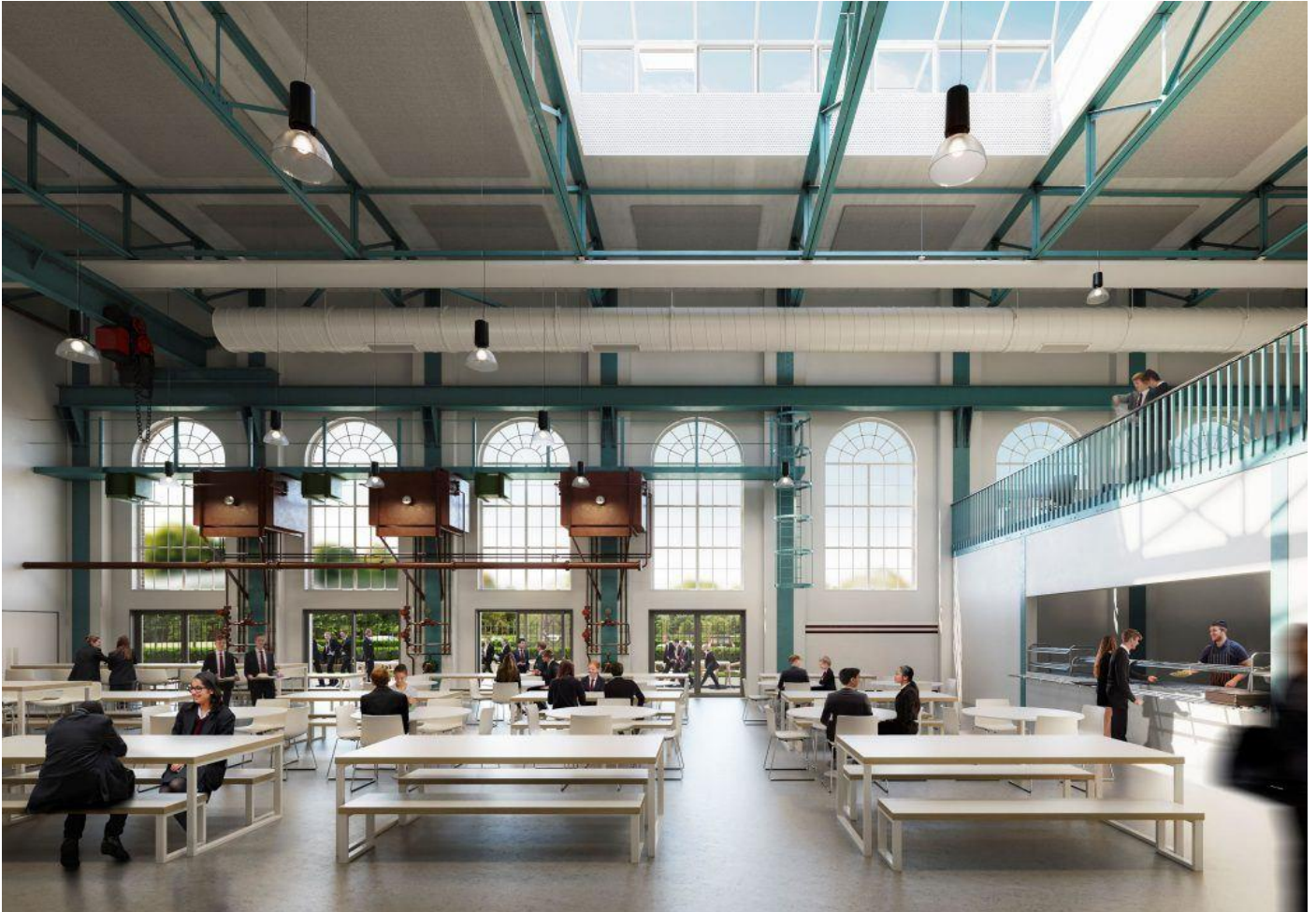
TRUST helps us to do just that – to provide all staff and learners, especially those new to the TLET, guidance on how we do things. It is our moral compass and guides us, helping us to realise success in being the best we can be.

Our Strategic Aims:

Below are listed the core objectives for the Trust. It is the responsibility of all employed and associated with the organisation to work towards the furtherance of these objectives:

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

In addition, we are also proud to have our Teaching School as the professional development centre for schools, academies and trusts in the Midlands. Our purpose is to provide high quality training, support and induction for the teaching profession.



Our brand new refectory within the Grade II listed Power Hall building

2. About the Role – from our Principal

Teaching Assistant

Dear Prospective Candidates

Thank you for your interest in becoming one of the founding members of the Houlton School family. This post is a once-in-a-career opportunity to join us, meaning you will be part of the inaugural team and help shape an extraordinary, brand new centre of educational excellence for young people.

This pack has been designed to help you should you choose to submit an application to us, which I sincerely hope you do; it 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 I aim to make the very best appointment possible.

Houlton School occupies an iconic local landmark building set in 20 acres of countryside on the east boundary of Rugby (M1, Junction 18). Our Grade II listed buildings will be home to state-of-the-art facilities, including specialist Performing and Visual Arts Studios, our own Radio Broadcast facilities, a brand new Sixth Form Centre and more. Also, there will be the addition of a Sports England compliant Sports Centre and two purpose-built teaching blocks for Humanities and STEM, each well equipped with computer suites. Our Houlton School's £39m campus will provide a truly exceptional school experience for students aged between 11-18 years.

Houlton School has welcomed our first Year 7 students in September 2021, with 6 forms of entry. Our school will serve our local community - a new housing community of 6,200 homes to be built over the next 15 years; we will be the only secondary school on the development and will set the standard for delivering excellence in education as well as providing a valuable community resource via our facilities.

Our Teaching Assistant role will provide support for us with formulating and realising our ambitious strategic vision for a world-class education; together, we will take over custodianship of Houlton's heritage as a global hub for communication, the arts and world-class engineering.



Your specific remit will be to work closely with the Head of Faculty for Inclusion in supporting our pupils with additional needs. You will be working to support pupils to make good progress and show positive behaviour for learning both in class and in 1:1 or small group interventions. We are in the fortunate position to be able to work with our Trust's outstanding secondary academy, Ashlawn School during our opening year. We have available to us all of Ashlawn's resources, but also enjoy the freedom to develop our own ways of working as quickly as is practical so that we can be certain our pastoral provision reflects our own school's vision and ethos.

You will be a positive and proactive individual with experience in working with young people. You will be a **flexible** team player, who responds well to the unique challenges and quickly changing environment of a brand new free school. Experience of working in a secondary environment and or working with children with additional needs would be an advantage. You will be a strong role model who rolls up their sleeves and gets stuck in with day-to-day operations. You actively seek out ways of improving your own performance and that of others, in order to ensure our pupils and the wider organisation are highly efficient, effective and sustainable. At your core is a strong moral purpose to provide the best deal for all stakeholders, but especially for the children and young people whom we serve.

Whether you are currently working in a school or are looking to move into the education sector, I am looking forward to reading your application. I am passionately committed to Houlton School and to transforming children's lives through innovation and excellence and the successful candidate will be the key member team to support us in achieving that in this core subject.

I want to hear from you if you are as excited as I am about this new opportunity within our successful and growing Trust. In return, I can offer the right candidate the chance to lead within our innovative and forward-thinking family ethos as well as offering excellent professional development.

I encourage you to consider the information in this pack carefully and use it to picture yourself within the role of Teaching Assistant at Houlton School. Should you wish to discuss any element of the pack in more detail, please do not hesitate to get in touch. I look forward to receiving your application.

Yours faithfully



Michael McCulley

Principal Designate

3. Job Description

Job Title:	Teaching Assistant
Salary:	NJC Salary Range 7 - 11 (£20,092-21,748 pro rata) Term Time only + 5 days Permanent
Responsible to:	Head of Faculty for Inclusion

Conditions of Employment:

The post holder is expected to carry out the duties outlined below and any other reasonable additional duties based on the growing needs of the school.

Job Purpose:

To undertake work in accordance with any rules and regulations relating to safeguarding and promoting the safety and welfare of children. To work collaboratively with the Inclusion Team and teaching staff in providing support to classroom teachers with their responsibility for the development and education process by providing care and supervision to children/young people, including those who have special physical, emotional and educational needs.

Specific Responsibilities:

Under the direction of the Head of Faculty for Inclusion / classroom teacher or designated supervisor:

- Supervise and support the teaching activities of individuals or groups of pupils to ensure their safety and facilitate in their physical and emotional development.
- Use appropriate skills to undertake those activities necessary to meet the physical and emotional needs of individuals and groups of pupils, including those pupils with special educational, physical or emotional needs.
- Monitor the progress of individual pupils and groups of pupils, their achievements, problems, condition and development needs, reporting to the responsible teacher as appropriate.

- Use appropriate skills when actively engaged in pre-determined educational activities and work programmes to encourage the intellectual and social development of pupils.
- Assist the teacher in the development and implementation of Individual Education/Behaviour Plans and Personal Care Programmes for individuals and groups of pupils.

Job responsibilities and task may include some of the following

- Assist the teacher with the planning of learning activities in the classroom, preparing or modifying work for individuals or groups of pupils as directed.
- Use strategies in liaison with the teacher, to support pupils to achieve learning goals.
- Establish constructive relationships with pupils providing feedback to them in relation to progress and achievement as directed.
- Prepare and maintain equipment and teaching resources for lessons and activities including the control of stock within the classroom.
- Undertake supervision and discipline of pupils within the procedures of the school, providing detailed and regular feedback as appropriate.
- Promote pupil independence in learning, social and mobility skills, reinforcing the pupil's self-esteem through praise and encouragement, setting challenging and demanding expectations and promote self-esteem and independence.
- Ensure that pupils are able to safely use equipment and materials provided.
- Provide support for local and national learning strategies e.g. Literacy, Numeracy.
- Assist with the implementation of programmes designed by other professionals such as educational psychologists and speech and language therapists.
- Assist the teacher in liaising with other professional staff and reporting information from/to parents/carers, contributing to meetings to discuss a specific child's progress as appropriate.

- Assist the teacher with the administration of tests.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare/clear classroom as directed before and after lessons, including the preparation of visual aids, and the display and presentation of pupil's work.
- Provide support to the classroom teacher by undertaking photocopying, filing and recording.
- Assist at an appropriate level, and within the school's protocols, with the provision of general care and welfare of pupils.
- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Support and contribute to the overall ethos and values of the school.
- Assist with the supervision of pupils outside of lesson times, including before and after school and during lunchtime.
- Assist with group activities within and away from the classroom/school, such as PE, cocurricular activities and educational visits.
- Participate in personal and professional development activities to meet the changing demands of the job, and encourage and support other staff in their development and training.
- Attend and participate in relevant meetings as required.
- Assist the teacher in supporting volunteers or helpers in the classroom.
- Any other duties and responsibilities within the range of the salary grade.

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.

Staff, Performance Management and Professional Development

To engage with the appraisal process and undertake appropriate CPD or training as directed by the Head of Faculty for Inclusion.

Premises and Administration

To ensure that the team's learning environment is safe, well maintained and attractive and in keeping with the School Health and Safety policy, reporting any concerns directly to the Site Services Officer.

Safeguarding

To be aware that all staff are responsible for the safeguarding and promotion of the welfare of children.

4. How to Apply

Please read the information in this pack. If you are interested in this job opportunity, please download an application form today from our website www.houltonschool.org.uk.

Please send your completed application letter and forms to hr@tlet.org.uk or TLET HR, Ashlawn School, Ashlawn Road, Hillmorton, Rugby, Warwickshire, CV22 5ET.

- All applications should be made on the **TLET application form**. No CVs will be accepted and if included will not be considered by the selection panel. In addition, you should complete the **equalities monitoring form** and an **application letter** of no more than two side of A4 paper outlining your suitability for the post.
- The closing date for applications is **9am on Wednesday 13th October**
- Final Panel interviews will take place on **Wednesday 20th October**.

If you have any questions or queries about the role or the application process, please do not hesitate to get in touch by contacting **our HR team** on 01788 593 108, opt 2, or by emailing hr@tlet.org.uk.

Please ensure that within your application you provide the names, addresses and contact details for two referees, one of whom should be your current or most recent employer.

The Transforming Lives Educational Trust (TLET) and Houlton School are committed to safeguarding and promoting the welfare of children and young people and expects all its staff and volunteers to share this commitment. All post holders are subject to a satisfactory enhanced DBS disclosure.

5. Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential: - without which prospective candidates are likely to be rejected.

Desirable: - useful discriminators for long-listing good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria .		
Attributes	Essential	Desirable
Experience	<p>Demonstrable enthusiasm for working with young people and as part of a team.</p> <p>Experience of supporting children / young people.</p>	<p>Experience of safeguarding protocols.</p> <p>Experience in a secondary school setting.</p> <p>Experience of SEND and / or pupils with attachment disorder or social and emotional difficulties.</p>
Qualifications	<p>Minimum GCSE (or equivalent) grade 4 in English and Maths.</p>	<p>Further relevant qualifications, e.g. A Levels, Bachelors level qualification, DSL Training, First Aid / Mental Health First Aid Training.</p>
Skills/Abilities	<p>Able to communicate with a variety of stakeholders (e.g. pupils, colleagues, parents, external agencies).</p> <p>Able to work collaboratively with others.</p> <p>Able to use IT to support both the organisation and the department.</p>	<p>Experience of managing challenging behaviour.</p> <p>Experience at supporting pupils with literacy / numeracy.</p> <p>Understanding of relevant codes of practice and legislation.</p> <p>Understanding of child development and learning.</p> <p>Training in relevant learning strategies.</p>

	<p>Able to work as part of, and contribute to, a whole school, multi-disciplinary team.</p> <p>Knowledge of a range of strategies to promote good behaviours.</p>	
Competencies	<p>Able to demonstrate the appropriate motivation to work with young people.</p> <p>Able to form appropriate relationships with young people and staff.</p> <p>Able to maintain exemplary levels of adherence to safeguarding expectations.</p> <p>Appropriate attitudes to the use of authority and maintaining discipline.</p> <p>Able to demonstrate initiative and work constructively as part of a team.</p> <p>Ability to self-evaluate learning needs.</p> <p>Able to manage the behaviour of pupils.</p> <p>Able to motivate and inspire young learners.</p> <p>Flexible approach.</p> <p>Good communication skills.</p> <p>Self-motivated, hardworking, able to use initiative and requiring minimal guidance and supervision.</p> <p>Demonstrates tact, discretion and confidentiality.</p>	
Equality	<p>Demonstrable commitment to inclusive education.</p> <p>Awareness of the effects of discrimination on pupils, parents, colleagues and policy.</p>	

Specialist Knowledge	An understanding of the requirements of supporting pupils with additional needs.	Any additional experience or training in related areas e.g. attachment, trauma, ASD, mental health etc.
Education and Training	Evidence of ongoing professional development.	Further appropriate qualifications.

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. 'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service

About this publication

Who is it for?

Prospective candidates for roles at the Transforming Lives Educational Trust's new flagship academy, Houlton School, which has been delivered in partnership with HM Government's Department for Education, Urban&Civic – the developers and Houlton and Warwickshire County Council.

What is it about?

This pack contains information about the academy, the Trust, the role and the application process.

What is it for?

This publication is intended to outline in detail the necessary information for potential candidates to make an application for the advertised post.

For more copies

Download from www.houltonschool.org.uk/

Reference: HS/2021/02/0003/Recruitment Pack

Contact information

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