

Unity Academy



Application Pack

2 x HLTA (35 hours per week) Outreach Support

Plus SEN allowance

Term Time Only plus 5 TED days

Start Date: 1st September 2024



Unity Academy

Hurcott Road
Kidderminster
Worcestershire
DY10 2QJ
01562 215194

Email: office-uny@riverscofe.co.uk
Website: www.unityacademyap.co.uk

Dear Applicant,

Due to the development of our outreach support service at Unity Academy, we are seeking to appoint an outstanding HLTA, who is highly experienced at supporting children with social, emotional and mental health needs and who has an extensive knowledge and understanding of the implications of SEMH for an individual. Contracted hours will be 35 hours per week, Term time Only plus TED days with the successful candidate working Monday to Friday, 8.30am until 4.00pm.

The outreach team at Unity Academy, under the guidance of SLT, will support the educational development and inclusion of the children referred to us. You will work across the educational settings within The Wyre Forest area to improve the standard of teaching and learning for students with SEMH, who are at risk of exclusion and help to develop strategies to support them within their mainstream schools.

This is an essential car user post, as the demands of the job will require you to travel to schools making referrals to us.

We are passionate about the invaluable work that we do to enable children with SEMH to succeed within their mainstream settings. By working in our team you will have the opportunity to develop your experience and skills within a supportive, professional working environment.

The benefits of working for our trust are wide and varied, but include:

- Defined benefit pension scheme
- The opportunity to work with others in a similar role
- A position in a trust committed to improving outcomes and aspirations for all its pupils and staff
- A commitment to continuous professional development opportunities
- A friendly and inclusive trust community
- A full well-being package
- 25 days paid holiday per year, rising to 30 days after 5 years service
-

The **closing date for applications is 9am on Monday 20th May 2024**. Applications should be made on a Rivers Academy Trust application form, which are available on the Rivers website.

Interviews are planned for week commencing 20th May 2024. We would be delighted to hear from you if you share our vision and want to make a real difference to our pupils, school and Trust. Please send completed application forms to: swalker@riverscofe.co.uk.

I look forward to hearing from you.

Yours sincerely

Kuldip Berdesha
Head Teacher

Job Description

HLTA - Job Description

Salary Range: TA 4 (19 – 22) Actual Salary £25,334.89 - £27,224.22 per annum, dependant upon experience. Including SEN allowance.

Contract: Permanent, Term Time Only plus 5 TED days

Line of Responsibility: Responsible to Headteacher

Direct staff reports: N/A

Our People Values:

- **Love, Learn, Live** - Our aim is that our staff will **love learning for life**. Our family of schools **love, learn and live** together.
- **Our STARS values** - Empowering staff to make a difference to children's outcomes: Sharing; Trust; Achievement; Respect and Safety

Key Purpose

- To provide outstanding outreach support to local schools. This will include observations, working 1:1 with pupils and TAs, professional meetings, setting targets and interventions and regular reviews.
- To manage own caseload and report regularly on outcomes
- To develop and deliver training for Teaching staff in schools supported by the team at Unity Academy.
- To complement the professional work of teachers at Unity 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.

Accountabilities:

The appointee will work under the direction of the Headteacher
The Headteacher will hold the post holder to account.

Key responsibilities and activities:

Support for Pupils:

- Assess the needs of pupils and use detailed knowledge and specialist skills to improve SEMH outcomes for pupils.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Develop and implement interventions, as necessary.
- 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:

- Support staff to organise and manage an appropriate learning environment and resources.
- Monitor and evaluate pupil outcomes through a tracker system against pre-determined targets.
- Produce a report at the end of support detailing outcomes and strategies to support pupils and staff.
- Maintain high levels of positivity and professionalism at all times when working with staff in mainstream schools and on site at Unity.
- Support the role of parents in pupils' behaviour and contribute to/lead meetings with parents to provide support and advice.
- Develop and maintain effective networks across key staff in schools with responsibility for behaviour and inclusion to enable the effective embedding of good practice.

Support for the Curriculum:

- Provide strategies for mainstream staff around behaviour management strategies, adjusting strategies according to staff and pupil responses/needs.
- 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.

Support for the School:

- Comply with and assist with the development of policies and procedures relating to child protection, health and 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

Extra responsibilities:

- Lead on advising Teaching Assistants in mainstream schools working with SEMH needs.
- Develop new and exciting interventions in the field of SEMH and lead on outstanding practice on site and in local schools.
- Liaise between managers/teaching staff and teaching assistants.
- Hold regular team meetings with Inclusion Manager / SENDCo.

Additional Responsibilities

- To undertake any further training as required.
- To be aware of and observe all policies, procedures, working practices and regulations. In particular:
 - a. Employees must comply with the provisions of 'The Health and Safety at Work Act 1974' and must take reasonable care for the health and safety of themselves and of other persons who may be affected by their acts or omissions whilst at work. Employees are also required to cooperate with their employer to enable them to perform or comply with any statutory provisions. The Trust's efforts to promote a safe

and healthy working environment can only succeed with the full co-operation of its employees

- b.* To understand, comply with and promote the Trust's safeguarding policy and procedures. It is the responsibility of all employees to make the working environment safe and secure for all
- c.* It is the responsibility of all staff to comply with the Trust's Equal Opportunities Policy. The key responsibilities for staff under this Policy are set out in the Trust Code of Conduct. The duties described in this Job Description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users
- d.* To maintain the confidentiality about pupils, clients, staff and other Trust business. The work is of a confidential nature and information gained must not be communicated to other persons except in the recognised course of duty. The post holder must meet the requirements of the Data Protection Act at all times
- e.* To report to line manager, or other appropriate person, in the event of awareness of bad practice
- f.* Employees must adhere to the Code of Conduct and comply with all reasonable management requests. This job description is intended to provide a broad outline of the accountabilities and responsibilities only. The post holder will need to be flexible in developing the role in conjunction with the line manager. The post holder may be asked to carry out any other delegated duty or task that is in line with their post.

The Trust reserves the right to alter the content of this Job Description, after consultation, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

Principal Contacts

Pupils, parents, visitors, teachers, other school support staff.

The Rivers Academy Trust is committed to the promotion of equal opportunities and diversity. It is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The completion of an Enhanced DBS and will be required for anyone working with children in our school.

Person Specification

Criteria	Essential	Desirable
Qualifications and experience	<ul style="list-style-type: none"> • GCSE English and Maths at grade 4 or higher (or equivalent) • HLTA qualification (please send copy of your certificate with your application form) • TA3's can apply but must have at least 5 years experience of working with SEMH children. 	
Skills and knowledge	<ul style="list-style-type: none"> • Excellent numeracy and literacy skills. • The ability to support staff/pupils/respond to parents through fluent and accurately spoken English. • Experience of working with children with social, emotional and mental health difficulties. • Knowledge and experience of SEN processes including EHCP's • Experience of working with KS1/KS2 pupils. • Knowledge and understanding of Equal Opportunities • Knowledge of Health and Safety issues, specifically safeguarding. 	<ul style="list-style-type: none"> • An awareness and understanding of parental involvement in raising pupil achievement. • An understanding of child development including specific issues, ie; mental health.
Personal Qualities	<ul style="list-style-type: none"> • Able to work with parents/carers and children in a supportive, non-judgemental manner • Able to lead a team of support staff • To be reliable, organised, able to work effectively and innovatively. • Flexible approach to working • Ability to maintain accurate records • To maintain confidentiality at all times • Ability to work on own initiative • Ability to lead multi-professional meetings • Ability to develop training to groups of staff 	

About Our Schools

The Rivers Academy Trust pride ourselves in our warm, caring and safe environment. As a school community we are passionate about meeting the needs of all children, making the most of their individual talents and nurturing a love of lifelong learning. Our vision is encapsulated in the words Love Learn Live.

We challenge everyone to be the best that they can be – Pupils, Staff, Parents and Trustees. High self-esteem is encouraged, high expectations, standards and values are promoted.

We are opening Unity Academy, a primary alternative provision free school, in September 2023. A need for additional alternative provision primary school places in Worcestershire had been identified by the Department for Education and forms an integral part of Worcestershire County Council’s five-year strategic School Organisation Plan.

Initially, the school will provide education for 26 pupils aged 4-11 years moving towards 60 pupils.

The Rivers C of E Academy Trust was set up in October 2014 as a Multi-Academy Trust with sponsor status and is a family of 'Good' and 'Outstanding' schools, all varying in size, economic and social backgrounds and religion, spread across Worcestershire, Sandwell and Dudley.

This timeline down below demonstrates what the trust has been doing:



We are specialists in primary provision with fifteen primary, first, pre-school and nursery settings and a thriving teaching alliance.

Children are at the heart of everything we do. Therefore, education provision across all our schools and pre-schools is closely matched to the specific needs of our learners, particularly the most vulnerable and their families. Our aim is to enable all children to lead healthy and happy lives and to prepare them for life and the next stage of their education. We place great emphasis on high expectations and quality first teaching to ensure that no child gets left behind.

Our Vision and Values

The Rivers CofE Academy Trust's vision is encapsulated in the words **'Love, Learn, Live'**.

Our aim is that learners will love learning for life.

While each individual school's character is celebrated within our family of schools, we are united through our shared core principles and values.

Our 'STARS' values help staff and pupils strive for high standards; focus on making the right decisions; and help us fulfil our vision.



Our values.

Why Join Us?

All staff and pupils within the Rivers CofE Academy Trust benefit from staff sharing expertise and good practice. As a trust, we are committed to developing all of our staff, who are able to access high-quality training and CPD through the Rivers Teaching School Alliance (TSA), including training for the NPQ suite of qualifications, SLEs and a wide variety of CPD programmes. We also train our own School Direct students and are an appropriate body for NQTs.

Economies of scale and collective purchasing benefits our schools, which is particularly important in the current financial climate. By sharing costs and negotiating collectively, we can ensure that the needs of each school are met efficiently.

Rivers' pupils benefit from having access to additional facilities and enrichment activities, such as specialist IT equipment and our new school's green screen. We regularly hold joint events so that pupils meet their peers from other schools, develop new friendships and gain a sense of community spirit.