



Wyvern
Academy

Enriching Lives, Inspiring Ambitions

RECRUITMENT PACK

Higher Level Teaching Assistant



Consilium
Academies

Enriching Lives, Inspiring Ambitions

Welcome from the CEO

Dear Candidate,

Thank you for your interest in the position of Higher Level Teaching Assistant at Consilium Academies.

At Consilium, we believe in enriching lives and inspiring ambitions through:

- Partnerships
- Opportunity
- Integrity
- Excellence
- Equity
- Being people-centred

We believe in the unique value of each individual – whether that be staff or student – and are dedicated to ensuring each member of our Trust achieves their full potential. As a result of this, we work collaboratively with our stakeholders and external organisations to foster relationships that will enhance opportunities for all our members across the Trust.

At Consilium we're people centred, and want everyone in our Trust, whether teaching or support staff to have access to exceptional professional development. that's why we created our Centre for Professional Learning, which is available for every single colleague across the Trust. here, our colleagues have access to bespoke training opportunities and resources tailored specifically for their needs.

We believe every student, no matter their background, is entitled to an excellent education with an equal opportunity to fulfil their potential. It is only through this vision that we can provide an environment where every pupil can thrive.

As part of our MAT, our Academies follow the collective aims of:

- Ensure everything we do has a focus on helping pupils achieve their potential academically, socially, and emotionally
- Instil a passion for life-long learning and continued improvement so our Academies, staff, and students can grasp their aspirations and ambitions
- Create a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed
- Ensure all stakeholders are seen as partners in our work with the communities we serve

Consilium Academies is going through a huge period of development with rapid growth and opportunities for all staff; I can't think of a better time to join us.



David Clayton
Chief Executive of Consilium Academies.

Welcome from the Headteacher

Dear Candidate,

As Headteacher of Wyvern Academy, I am privileged and proud to welcome you to our school.

Our school's vision, in the work that our school community conducts is that we achieve 'Excellence in all that we do'. We have a vested interest that all students 'reach for the stars' and are given a world-class education.

Everything we do is focused on improving life chances and experiences. Through academic studies, sports, drama, music or through our pastoral care, we believe it is our role to open up students' understanding of everything they can be and everything they can do, supporting them to make informed and aspirational choices for their future lives.

As a school that is part of the family of nine schools that form Consilium Academies Trust, we strongly uphold the Trust mission of "Enriching Lives, Inspiring Ambitions" as a keystone to our Vision and Values. Of the six Trust values we hold the following closest to the local needs of the school: Partnership, Opportunity, People-Centred.

Our journey of rapid school improvement continues to happen. My ambition is that Wyvern Academy becomes a truly outstanding school and a leading educational establishment, both regionally and nationally.

Mr Owen Inglis

M.Chem (Hons) NPQH, MCCT



About the Academy

Wyvern Academy is a coeducational secondary school with academy status, located in the Branksome area of Darlington, County Durham, England. We are committed to offering a warm, friendly and purposeful setting for all our students to flourish, and feel that this new Team will contribute strongly to enhancing our commitment.

As a Consilium Academy, Wyvern Academy is built on the values of the Consilium charter. The purpose of the charter is to ensure our mission and values translate into practice within our Academies, ensuring that every student benefits from our distinctively inclusive ethos.

At Wyvern Academy, we believe in:

Partnerships – Collaboration is the key to success. We work together to deliver on the promise set out in our mission statement.

Opportunity – Our aim of “Enriching Lives, Inspiring Ambitions” applies to all members of our Trust community, with our inclusive approach delivering a breadth of opportunities to give each individual the chance to fulfil their potential and prosper.

Integrity – Through our student-centred approach, advantage and ability are never seen as a ticket to involvement. We believe in every child’s right to high-quality education and access to amazing opportunities – irrespective of their individual circumstances. Integrity at Consilium means always putting students at the heart of everything we do.

Equity – We are truly inclusive, believing passionately that every student should be given the skills and support needed for them to meet their full potential. We are aspirational for all of our students, and we will ensure every student has the opportunities they need to achieve the highest of ambitions.

Excellence – We don’t settle for second-best, our standards are always high and we support everyone across the Trust to achieve them.

People-Centred – We genuinely want the best for each member of Consilium, that’s why everyone is treated with the highest level of respect. Our inclusive culture inspires us to be bold and engenders trust. It brings us together in ways that help us make a difference

About the Trust

The Consilium Mission

"Enriching Lives, Inspiring Ambitions"

We are proud to be Consilium Academies, a Trust that believes in the unique value of each individual. Our vision, actions, and purpose are guided by this principle and a dedication to do all we can for the communities we serve.

We never put a ceiling on potential. Instead, we work with our Academies to provide high-quality education that is truly inclusive, giving every student the same opportunities to develop the skills and knowledge they need to thrive in life beyond the classroom.

We are committed to enriching the lives of all those involved in our Trust through an ambitious, student-centred approach to education.

Consilium Academies is a Multi-Academy Trust consisting of nine schools based across three hubs in Salford, South Yorkshire, and the North East of England.

We believe in inclusivity, both in the schools and communities we serve and are committed to working with our Academies to ensure our ethos is realised on a daily basis.

- The lives of our young people should be enriched by care, experience, and opportunity. This is achieved by;
- helping children and young people to succeed to their potential academically, socially, and emotionally;
- instilling a passion for lifelong love of learning and continued improvement so that our academies, staff, and students achieve their aspirations and ambitions;
- creating a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed;
- ensuring all stakeholders are seen as partners in our work within the communities we serve.

The Trust operates a Central Team led by our Chief Executive, David Clayton. The team provide direct services to our schools as well as Trust-level accountability, leadership, and management. We operate a strong partnership model and our partner schools are instrumental in the continual growth and development of our Trust. We work with our schools in a supportive way that does not detract from the individual identity of a school, instead allows them to grow and focus on student achievement and success.

WE ARE PROUD TO OFFER THE FOLLOWING STAFF BENEFITS:

- Pension with the Local Government Pension Scheme and Teachers Pension Scheme
- 33 days annual leave plus bank holidays for all support staff (pro-rated for part-time employees)
- 36 hour working week for all full-time support staff
- Automatic pay progression for all staff in line with their current grading structure
- Enhanced contractual sick pay in line with the Burgundy Book and Green Book
- Employee Assistance Program with access to counselling and CBT 24 hours a day, 7 days a week
- Access to an Occupational Health Provider
- Free membership to Perkbox. with hundreds of exclusive offers and discounts available online and in store at many shops, gyms, and restaurants
- An excellent Centre for Professional Learning for every member of staff; to help you perform as well as you can in your role, provide you with a sense of wellbeing at work and to help you reach your career aspirations.

Centre for Professional Learning

The core driving force behind the Consilium Centre for Professional Learning is a desire to provide students with the best possible education, and the belief this can only be achieved if every colleague, regardless of role or career stage, has access to the high-quality professional development they deserve.

Every colleague, whether teaching or support staff, will be supported and developed through the professional development review process, which replaces traditional forms of performance management.

The professional development review process is focussed on the aspirations of the individual, ensuring that every colleague receives the support and development they deserve to achieve their own aspirations for their careers.

We believe our team of support staff are vital to ensure our schools are well-resourced, safe, compliant, and work as well as they can for the benefit of our students. In addition to the professional development review process, we commission and fund industry-standard qualifications for colleagues in support roles and are also able to support and fund teaching assistants, higher-level teaching assistants, and colleagues in student-facing pastoral and safeguarding roles, to qualify as teachers should they wish.

The Centre for Professional Learning works with and supports in-school leads for professional development to craft the best and most appropriate whole-school offers for their colleagues. We don't impose a central 'curriculum' for professional development, because the needs and priorities of each school are different.

However, we want to support each school to give due focus to whole-school priorities, with departmental training, middle leader training, and one-to-one development and coaching supporting fewer, more in-depth, whole-school messages.

All teaching staff will receive the following 'universal' offer from their school:

Regular whole-school training, driven by the school's priorities and the in-school professional development lead, with support from the Centre for Professional Learning. This will be designed with the context of the school in mind with subject-specific and individualised training to suit the career stage and expertise of specific teachers. Regular subject-specific training within subject teams. This will draw on the whole-school training and ensure it is considered through the lens of applicability to specific subjects, year groups, and classes.

Regular teacher-specific training. This will be owned and run by in-school teams, and may take the form of 1-to-1 instructional coaching or teacher learning communities, and is supported by the Centre for Professional Learning.

Access to the relevant subject and other networks across the Trust, according to their role within school

In addition to this 'universal' offer, all colleagues across the Trust, whether teaching or support staff, have access to bespoke programmes of CPD matched to their own aspirations for their career. We partner with external organisations to enhance our offer to staff, and will support staff with recognised qualifications where appropriate. We are keen to work with a range of partners who use the best available evidence to design rigorous professional development.

All Early Career Teachers (those in their Newly Qualified or Recently Qualified years) at Consilium Academies receive regular support from a mentor, regular instructional coaching, and regular training alongside their NQT or RQT cohort both within their school and across the Trust, with the opportunity to develop relationships with their peers across the Trust as part of our Early Career Teacher Networks.

We believe offering colleagues a strong induction to the teaching profession is of vital importance. We want to set our colleagues up for a long and successful career in education, and help them to provide the best experience possible for our students.

About the Role

Job Title: HLTA

Start date: To be agreed

Hours: 32.5 hours per week, term time + 5 days

Contract: Permanent

Actual Salary: Grade 6 (NJC Scale Points 13 – 17), £20,096 to £21,625

We are seeking to appoint a talented and committed individual to join our Learning Support Department here at Wyvern Academy. The role of the Higher Level Teaching Assistant will be to provide support in addressing the needs of pupils who require particular help to overcome barriers to learning. You will also be responsible for supervising the work and providing appropriate guidance and support to a Grade 4 Teaching Assistant.

The successful candidate should be supportive of the ethos and values of the school and have the ability to encourage and motivate our students. We are looking for someone with a sense of humour, who understands the importance of developing a positive culture in our organisation and has high expectations of their pupils.

If you feel you share our values and are committed to ensuring that students fulfil their potential, then we would like to hear from you.

To apply please download and complete the attached application form. Please note we do not accept CV's. We ask that all completed application forms are sent to Katie Ferguson at katie.ferguson@consilium-at.com

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 closing date for applications is 0900 Friday 9th December

Interviews will take place in week commencing 12th December

Consilium Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

Please note: If you have not been contacted within one week of the closing date please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered.

Job Description

Job Title:	Higher Level Teaching Assistant
Reports to:	SENDCo
Based at:	Wyvern Academy
Grade:	Grade 6 (NJC Scale Point 13 – 18)

Main purpose of the Role

To work predominantly within an intervention area focusing on Key Stage 1 and 2 intervention. To enable access to learning for pupils.

Also to work within the main teaching areas to assist the teacher in the management and support of pupils in the classroom.

To be responsible for supervising the work of Grade 4 Teaching Assistants, giving appropriate guidance and support.

Core Responsibilities & Tasks

Support for the Pupils

- Provide pastoral support to pupils.
- Attend to pupils' personal needs and provide advice to assist in their social, health and hygiene development.
- Participate in comprehensive assessment of pupils to determine those in need of particular help.
- Assist the SENDCO with the development and implementation of Individual Education / Behaviour / Support / Mentoring plans.
- Establish productive working relationships with pupils, acting as a role model.
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.
- Provide information and advice to enable pupils to make choices about their own learning / behaviour / attendance.
- Challenge and motivate pupils, promote and reinforce self-esteem.
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
- Encourage pupils to interact and work cooperatively and engage with all activities. Promote independence and employ strategies to recognise and reward achievement.
- Supervise and provide particular support for SEN pupils ensuring their safety and access to learning activities.
- Promote inclusion and acceptance of all pupils.
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Undertake programmes linked to learning strategies e.g. literacy, numeracy, KS1/2, Foundation etc. and feedback to the teacher.
- Support the use of ICT in learning activities and develop pupils' competence and independence in use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assess pupils in their use.

Support for Teachers

- Liaise with feeder schools and other relevant bodies to gather pupil information.
- Support pupils' access to learning using appropriate strategies, resources etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording.
- Provide objective and accurate feedback and reports as required, to other staff on pupil's achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.
- Assist in the development and implementation of appropriate behaviour management strategies.

- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
- Undertake display work.
- Assist with creating and maintaining a purposeful, orderly and supportive environment.
- Plan learning activities and support pupils to achieve learning goals.
- Monitor the response of pupils to learning activities and record achievements/progress as directed.
- Determine the need for, prepare and maintain general and specialist equipment and resources and assist pupils in their use.
- Provide and record detailed and regular feedback to teachers on pupils' achievements, progress, problems etc.
- Promote good pupil behaviour, dealing with incidents in line with School Policy and encouraging pupils to take responsibility for their own behaviour.
- Undertake routine marking of pupils' work.
- Establish constructive relationships with parents/carers.
- Be responsible for keeping and updating records as agreed with the SENDCO, through the monitoring and evaluation of pupils' responses to learning activities through observation of achievement against pre-determined learning objectives.
- Administer routine tests, invigilate exams, and accurately record achievement and progress.

Support for the Curriculum

- Plan and implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all 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 schools.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Attend and participate in regular meetings.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Assist in the supervision, training and development of staff.
- Implement planned supervision of pupils out of school hours.
- Supervise pupils on visits, trips and out of school activities as required.
- Attend and participate in relevant meetings as required.
- Assist in meeting the physical care needs of pupils as required.

Corporate Responsibilities

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust
- To plan, monitor and review health and safety within areas of personal control
- To participate in the Trust's Professional Development Review process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date

- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues

Additional Notes

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust.



Person Specification		
	Essential	Desirable
Experience		
Experience of working with secondary pupils working at Key Stage 1 and 2 level with additional needs.	X	
Experience of working within the key stage 1 and 2 national curriculum	X	
Experience of assessing, planning and delivering Key Stage 1 and 2 interventions	X	
Very good Numeracy/literacy skills (equivalent to Level 2 English and Maths).	X	
Experience of providing supervision to other teaching assistants, developing them professionally.	X	
Experience of working with children of relevant age.		X
Qualifications/Training:		
NVQ 3 for Teaching Assistants or equivalent qualification or experience.	X	
5 GCSEs at Grade 4 or above or equivalent.		X
Knowledge/Skills:		
Knowledge of relevant policies/codes of practice and awareness of relevant legislation.		X
Ability to relate well to children and adults within an educational setting.	X	
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.	X	
Working knowledge of national curriculum at Key Stage 1 and 2 and other relevant learning programmes.	X	
Understanding of principles of child development and learning processes and in particular, barriers to learning.	X	
Ability to plan effective actions and deliver interventions for pupils at risk of underachieving with a focus on the Key Stage 1 and 2 curriculum.	X	
Knowledge of working with children with profound learning difficulties	X	
Knowledge of working with children with autistic spectrum disorders		X
Knowledge of working with children with visual impairment		X
Knowledge of working with children with hearing impairment		X
Knowledge of working with children with moderate learning difficulties		X
Full understanding of the range of support services/providers.		X
Ability to evaluate your own learning needs and actively seek learning opportunities.	X	

English Fluency		
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English by a recognized institution abroad	X	
Passing an English or Welsh spoken language competency test or possessing a relevant spoken English or Welsh qualification at CEFR Level B1 or above, taught in English or Welsh by a recognized institution abroad (and from September 2017 this includes Welsh second language GCSE)		X

