Hessle High School
& Sixth Form College

Information for Candidates
Higher Level Learning Assistant

Mr V Groak
Headteacher

Part of The Hessle Academy
Hessle High School
& Sixth Form College
Tranby House
Heads Lane
HESSLE HU13 0JQ
East Riding of Yorkshire

Tel: 01482 648604
Web: www.thehessleacademy.co.uk
Email: hr@hessleacademy.com
Our Academy

The Hessle Academy is one of only 170 all-through schools in the country providing education and support for students aged 3-19. The Academy comprises Hessle High School and Sixth Form College and Penshurst Primary School.

The Hessle Academy is a founding member of The Consortium Academy Trust, a fast-growing Multi-Academy Trust, formed in 2017 and now comprises five Secondary Schools, two Primary Schools and a Special School, soon to be located near The Hessle Academy.

The Hessle High School and Sixth Form College is set in attractive grounds, located on Heads Lane, with excellent views down the River Humber and across the spectacular Humber Bridge.

The Academy, located in the East Riding of Yorkshire, primarily serves the East Riding town of Hessle and some parts of West Hull. Smaller groups of students are drawn into the secondary phase from the neighbouring small towns and villages of East Yorkshire as well as from Barton, in North Lincolnshire. Proximity to the M62 ensures easy access to the motorway network and other major cities in Yorkshire and beyond.

Historically, Hessle High School was a split-site school, however, in January 2016 we took possession of our new single site school. Staff and students alike are now enjoying the benefits of high-quality accommodation, equipped with the latest technology and specialist facilities that are among the best in the region.

The Hessle Academy is a good and ambitious school. This was recognised by Ofsted in our most recent inspection in September 2018, when the achievement of students, quality of teaching, behaviour and personal development of students and leadership and management were all judged to be good. In recent years, outcomes for students have been consistently above average in terms of attainment and the school is a disciplined and well-organised environment. We have high standards of school dress and have clear expectations on punctuality, attendance and behaviour. Our students are positive and respond well in all aspects of school life.

The Sixth Form College is focussed on providing high quality teaching and care to secure the best achievement and outcomes for all. As a school, we have a long history of partnership working in this area, being a part of ‘The Consortium’, a widely recognised successful sixth form partnership with two other local Academies. Students are able to study at Hessle as well as having the option to study subjects at either of the other Consortium Academies.

The Sixth Form is based in the historic Tranby House, a Grade II listed building that was fully refurbished and brought back to its former splendour in our recent renovation. Tranby House now comprises a Sixth Form social area and catering facilities as well as extensive study facilities. Sixth Form students play a full roll in the life of the school, but equally will continue to enjoy the advantages of this dedicated provision.

The Academy prides itself on the wide range of extra-curricular opportunities offered to our students. Annually, students take part in over 300 teams, clubs, and events.
The Hessle Academy enjoys an excellent reputation amongst the local community and is a popular choice amongst parents. During our recent Ofsted inspection, a response to the Parent Survey commented that:

“All the staff from the headteacher to the caretaker seem to genuinely care for the children from a pastoral care and academic point of view”.

Multi Academy Trust

In September 2017, The Hessle Academy Community Trust, Wolfreton School and Sixth Form College, along with Cottingham Academy Trust and founded a new multi academy trust, ‘The Consortium Academy Trust’. The schools have a shared history of over 25 years of working together through our Consortium Sixth Form partnership. In September 2018, Howden School joined the Trust and Holderness Academy and Sixth Form joined most recently on 1 October 2018.

The Trust has been developed in order to provide a platform to deliver high quality educational experiences for the children and young people within our local community, to enhance and improve their life chances and enable them to make substantial and sustained contributions to society. We will achieve this by building a strong, regional offer that supports the educational aspirations of current and future generations while providing excellent career opportunities for staff.

The Consortium Academy Trust:

- Promotes excellence for all learners
- Actively encourages shared working, adopting common approaches where it is in the best interests of learners
- Establishes robust and transparent systems of accountability

The Consortium Academy Trust (TCAT) currently comprises of five secondary schools and two primary schools with a total of 6221 learners and a significant staff team.
Values And Vision

“Everyone can achieve the extraordinary”

Our Vision for Our People:

All of our learners develop exceptional character
Character that exemplifies a growth mind-set; a strong work ethic; confidence and high levels of grit, resilience and determination; ensuring they are fully prepared to flourish in an ever-changing world. (Based on our Values of Resilience, Respect, Responsibility, Integrity)

In every phase, all of our learners achieve excellent outcomes
Following a broad and rich curriculum, our learners achieve high-quality qualifications that are valuable and enable them to progress to their future pathways and thrive on a global stage. (Aspiration, Integrity)

All of our learners develop high levels of cultural and global awareness
We promise all of our learners diverse experiences that enrich their lives, enabling them to engage in, and empathise with, the wonderful world beyond their local community. (Aspiration)

Our children, young people and adults will create positive and happy memories that last for a lifetime
Through exceptional relationships, and rich and varied learning experiences, our learners will reflect on their schooldays truly as the ‘best years of their lives’. (Respect, Aspiration, Kindness)

These set of six core principles underpin everything that we do. They guide our behaviour and our decision-making. They are timeless, unchanging statements of what we believe to be important.

Our Values and Vision have been inspired by all of our learners and staff. They are important to us and they will guide our behaviour and decision-making.

The Academy Values and Vision are displayed prominently around our Academy and are shared with our parents, staff and stakeholders at every opportunity.
New Staff and Newly Qualified Teachers

All new staff benefit from a comprehensive induction programme that ensures a smooth start to your career at Hessle High School and Sixth Form College.

Newly Qualified Teachers benefit from an extensive and well-regarded support programme, led by our Teaching and Learning Lead Practitioner and our Director of Studies. This weekly twilight programme is fully supported by members of SLT and other staff with a wide range of experience in the school.

New, but more experienced, colleagues will also benefit from our ‘buddy’ programme whereby all new staff work closely with an existing member of staff to ensure that you can quickly and smoothly become familiar with how things are done at Hessle!

Staff Development and Wellbeing

Staff Development and Wellbeing is a Strategic Development Priority at Hessle. We know that, in order to deliver continued quality education for our young people, our staff need to be well-trained, dedicated, energised and happy. In addition, we expect everyone in our school to want to get better, from students to teachers to support staff to senior leaders. That is our ethos.

To that end, our CPD programme encourages staff to take responsibility for their own developmental priorities, fully supported by the Senior Leadership Team and subject leaders. Staff Wellbeing is a consideration in all decision-making, including how we undertake lesson observations, our marking policy and meeting schedules.

This does not mean that our staff do not work hard. They are fully committed to providing the best education for our young people and recognise the well-known phrase;

“It won’t be easy, but it will be worth it.

Standards of Achievement at Hessle - Exam Results 2018

In the 2018 GCSE exams:
68% of students achieved a Grade 4 in both English and Mathematics
49% of students achieved a Grade 5 in both English and Mathematics
The school achieved a positive Progress 8 score of 0.25.

In the 2018 A Level exams:
47% of grades achieved were Grades A*-B
80% of grades achieved were Grades A*-C
Leadership Team

The Senior Leadership Team at Hessle High School & Sixth Form College is an experienced, ambitious and committed team. All members are believe firmly in the school’s vision and values and all share a determination to secure continuous improvement and achieve the best for students. The Senior Leadership Team comprises:

- **Headteacher**
- **Deputy Headteacher**
- **Assistant Headteachers** (Inclusion and Safeguarding, Standards, Student Welfare)
- **Director of Sixth Form**

The senior members of the support team are the Operations Manager and the Business Manager. The leaders of the English, Mathematics, Science Faculties form part of the school’s Extended Leadership Team. Each member of the SLT acts as a line manager for a Director of Learning, Curriculum Leader or House Leader. This enables informed strategic direction and ensures both curriculum and pastoral challenge and support through monitoring, self-evaluation and development initiatives.

A commitment to continuous professional development is a key quality shared by all members of the team and as a result, individuals have had the opportunity to take on different responsibilities over the years. Faculties are led by either a Director of Learning (English, Maths, Humanities, The Arts and Science) or a Curriculum Leader. These senior middle leaders posts are supported by TLR 2 middle leaders.

All staff, teaching and support, are members of one of the four Houses: Ariel, Cassio, Orlando and Portia. Each member of teaching and some support staff are a vertical tutors in one of the four Houses. Houses are led by a House Leader and supported by the Student Services Team.

Vacant Position

Applications are invited for the post of Higher Level Teaching Assistant (HLTA) to join the Learning Support Department, in this popular and successful school to start in September 2019.

We’re looking for a dedicated individual to provide tailored support to our learners. You will be committed to making a positive difference to young people’s lives and in supporting and developing their learning. Your intervention will help enable an outstanding learning environment for our young people, providing the support they need to succeed.

The successful candidate will be dynamic and solution focussed, an individual who can work effectively as part of a very committed team. Excellent communication and inter-personal skills are an absolute necessity, as are superb organisational and technical skills. The ability to listen to and converse with students, parents/carers, school staff and external agencies is the key skill required in order to devise and subsequently deliver the appropriate support.

Full details and expectations of this post can be found in the job description and person specification below.
**The Hessle Academy**
**Job Description**

<table>
<thead>
<tr>
<th>Post Title:</th>
<th>Higher Level Teaching Assistant (HLTA)</th>
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<tr>
<td>Responsible To:</td>
<td>Assistant Headteacher – Safeguarding &amp; Inclusion</td>
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<td>Scale Point:</td>
<td>SCP17</td>
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**Main Purpose of the role**
To work as part of a team of teachers, teaching assistants and other professionals under the direction of the Assistant Headteacher for Safeguarding and Inclusion delivering supportive and challenging learning.

The role includes the delivery of a bespoke programme to identified learners, flexibility will be required to support provision of EAL activities and recovery sessions for low ability learners where appropriate, to ensure reading and comprehension progress is accelerated enabling learners to access the full range of the curriculum.

To provide learners with the confidence to actively engage in school life to develop high levels of social interaction and independence, preparing them for the next stage in their education or life beyond Hessle High School and Sixth Form College.

**Specific Duties**
- Support transition activities, at all stages of education, to ensure that students are physically, mentally and emotionally able to demonstrate resilience and thrive in the school environment
- Plan, deliver and evaluate the impact of bespoke Literacy and Numeracy recovery programmes, to individual learners and small groups with identified need
- Seek out opportunities for learners to engage in social activities with friendship groups and beyond
- Provide academic support of vulnerable and other learners to ensure that effective learning takes place across the school in all lessons, enabling learners to achieve and exceed their academic potential by developing their access to the curriculum through basic skills
- Actively support the delivery of ‘Nurture’ and ‘Foundation Learning’ provision
- Analyse and evaluate performance data to provide updates on the effectiveness of programmes to inform the Headteacher and SENDCO
- Provide Exam Invigilation and Exam Access support for learners across the school
- Liaise with parents/carers where appropriate to highlight areas of concern and celebrate achievement
- Provide opportunities for all students to engage in reading for enjoyment through the use of the Learning Resource Centre (LRC) at lunchtime and after school
- Provide targeted support with homework for students identified as requiring additional support.

**Generic Duties**
- Take an active role as a member of staff within The Trust in ensuring that the school is a safe and welcoming environment for all staff, students, parents and visitors
- Support the lunchtime provision offered to students including additional learning opportunities during this non-directed time within the LRC
- Provide cover for absent colleagues, where possible, within the Learning Support (LS) department to ensure consistency of support for learners
- Provide guidance to teaching staff to support reading recovery for individual students in mainstream learning
- Take a keen interest in continuing professional development of themselves and others. Ensuring that basic skills relating to their post are continually up to date. Participating in Staff Training Days
- Provide administration support to the LS Team to support the outcomes for young people, for example, creating differentiated worksheets, entering incidents through the SIMS Behaviour Management log, marking assessments
- Attend and contribute to relevant IEP and EHC Meetings for learners
- Deliver bespoke programmes
- Provide Exam Invigilation and Exam Access support for learners across the school
• Provide a role model and actively engage in the Restorative ethos of the Academy.

Expectations
The Hessle Academy has high expectations of all its employees to ensure that they provide a professional service to our young people and the community of Hessle and beyond.

Appraisal Targets will be aspirational and set on an annual basis in discussion with the Line Manager.

As a member of staff of The Consortium Academy Trust
• Role model appropriate behaviours within a professional environment including conduct, communication and personal appearance
• Demonstrate a commitment to Restorative Practices
• Role model high levels of literacy and numeracy including modelling appropriate language
• Have high expectations of students
• Aspire to develop your professional skills and qualifications
• Use all forms of social media appropriately
• Take responsibility for the reputational management of The Trust Schools
• Contribute to systems of evaluation and performance of the organisation positively.

Your duties may involve access to information of a confidential and sensitive nature which may be covered by Data Protection Act 2018. All employees of The Consortium Academy Trust will be expected to comply with the DPA when handling any personal data. Confidentiality must be maintained at all times. In addition to the above the post holder must be committed to safeguarding and promoting the welfare of children and young people.

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder’s professional responsibilities and duties. In addition you may be expected to take part in any other reasonable duties which may be required.

How to apply

1 Complete our application form and return to:

Electronic applications: hr@hessleacademy.com
Paper applications: Human Resources Department
The Hessle Academy
Tranby House
Heads Lane
Hessle
East Riding of Yorkshire
HU13 0JQ

2 In support of your application you may choose to provide a letter of application incorporating any special contribution you could bring to the department/school.

The closing date is 9.00 am on Friday 26 July 2019 (please note that we reserve the right to close this post early or extend the deadline). We wish you every success with your application.
### PERSONAL SPECIFICATION

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<th>Category</th>
<th>Essential</th>
<th>Desirable</th>
<th>Evidence</th>
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<tr>
<td>Qualifications and Training</td>
<td>• 5 GCSEs or equivalent, including Maths and English&lt;br&gt;• Meet HLTA standards or equivalent qualification or experience&lt;br&gt;• Competent in use of Microsoft Office Products inc Excel and Word</td>
<td>• Degree level qualification&lt;br&gt;• Level 3 qualification (NVQ level 3 or A level)</td>
<td>Application form&lt;br&gt;References&lt;br&gt;Certificates</td>
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<td>Experience</td>
<td>• Experience of working in an educational setting/school&lt;br&gt;• Training in a range of literacy strategies and approaches i.e. teaching of Reading, Spelling, Phonics following a suitably recognised scheme&lt;br&gt;• Contributing to the development, monitoring and review of Education Health and Care Plans.&lt;br&gt;• Ability to work on own initiative within departmental protocols/procedures&lt;br&gt;• Ability to deal with difficult situations</td>
<td>• Supporting children with special educational needs and/or Disabilities (SEND)&lt;br&gt;• Supporting children with English as an additional language (EAL)&lt;br&gt;• Experience in working within statutory/voluntary agencies dealing with children and families&lt;br&gt;• Ability to display an understanding of social/welfare issues as they affect children, families and schools</td>
<td>Application form&lt;br&gt;Interview&lt;br&gt;References</td>
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<td>Skills, knowledge and aptitude</td>
<td>• Ability to maintain positive relationships with students, parents and staff&lt;br&gt;• Ability to represent the school at meetings&lt;br&gt;• High level of organisational and self-management skills&lt;br&gt;• Ability to effectively evaluate own performance&lt;br&gt;• Good inter-personal skills including mediation and conflict resolution.&lt;br&gt;• Demonstrate awareness of risks</td>
<td>• Knowledge of strategies to support students with specific SEND e.g. physical disabilities, visual and/or hearing impairment, dyslexia&lt;br&gt;• Good understanding of Safeguarding procedures&lt;br&gt;• CPOMS Safeguarding and Child Protection Software for Schools&lt;br&gt;• SIMS Suite of Educational Software&lt;br&gt;• Understanding of procedures and legislation relating to confidentiality</td>
<td>Application form&lt;br&gt;Interview&lt;br&gt;References</td>
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<td>Personal Attributes</td>
<td>• Commitment to equal opportunities in service delivery and employment&lt;br&gt;• Flexible approach to supporting children and families&lt;br&gt;• Ability to maintain a professional manner in challenging situations Maintaining equanimity at all times&lt;br&gt;• Listening skills&lt;br&gt;• High levels of personal and professional integrity and honesty&lt;br&gt;• Confidentiality, discretion, sensitivity&lt;br&gt;• Excellent health and attendance record&lt;br&gt;• As required by The Children Act, have a commitment to safeguarding and promoting the welfare of children and young people</td>
<td>• Confidence to challenge difficult behaviour</td>
<td>Application form&lt;br&gt;Interview&lt;br&gt;References</td>
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