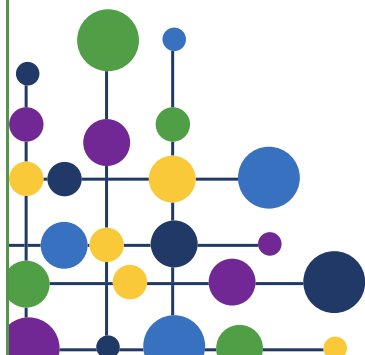
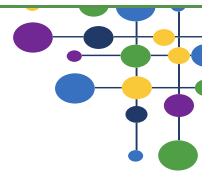


**Educational Teaching Assistant –  
Leading on Literacy  
Royds Hall Share MAT Academy**





## Welcome from the CEO

Academic Year 2022 /2023

Dear Applicant,



Thank you for taking an interest in this vacancy working across the trust. I hope the materials enclosed in this pack give you a good sense of what makes the trust a special place to work and provides the information you need about the post.

Our belief in “Valuing People, Supporting Personal Best” means we are committed to investing in our staff, to help them be happy at work, to provide the support they need to achieve the highest standards they are capable of and to offer the training or guidance they need to undertake their jobs effectively. For example, everybody is encouraged to use a personal development plan, to set their own objectives and to take responsibility for their own improvement priorities. We define effective leadership as “helping others to achieve their best” and that is what your line manager will try to do for you.

It is important to read the information provided carefully. We want you to be happy in the role you are applying for and committed to performing the job to the best of your ability.

I very much hope you are encouraged to apply for the position and look forward to meeting you soon.

Yours faithfully,

**John McNally**  
CEO





SHARE Multi-Academy Trust is a charitable trust currently consisting of four secondary and five primary academies in West Yorkshire. Our academies are: Shelley College, Huddersfield; Royds Hall Academy, Huddersfield; Thornhill Community Academy, Dewsbury; Whitcliffe Mount School, Cleckheaton, Heaton Avenue Primary Academy, Cleckheaton; Millbridge Primary Academy, Liversedge; Woodside Green Primary Academy, Cowlersley and Luck Lane Primary Academy, Huddersfield.

We believe in helping staff and students achieve their personal best and are keen to recruit the very best talent to our Trust. Shelley College is the Teaching School Hub for Kirklees and Calderdale and as such, we can offer our teaching staff a wealth of first class, personal development opportunities as well as providing an excellent induction programme for Early Career Teachers. All staff receive full induction training and ongoing support to ensure they enjoy working for the trust.

More than seven hundred people work hard across the Trust to ensure we provide the very best education and service across all our schools, from invigilators joining us for a few hours a year, through flexible part-time work to many full-time teaching and support roles.

At SHARE MAT, we aim to:-

- Encourage all our students/pupils to go beyond what they think they can achieve, to enjoy learning, helping them to lead healthy and happy lives;
- Equip our staff to deliver their best every day, our belief is that by Valuing People, Supporting Personal Best is the key;
- Ensure our staff are happy at work, taking pride in students/pupils progress and development;
- Deliver training and guidance relevant to job role so expectations are understood and staff feel motivated;
- Offer great benefits making us the employer of choice, including outstanding CPD, supportive line management and networking opportunities across the MAT to aid personal development.

## **Information about Royds Hall**

We are proud to be part of the SHARE Multi-academy trust and Calderdale and Kirklees Teaching School Hub. This means we can offer the successful candidate access to a fantastic support network, CPD and opportunities to develop practice across the trust.

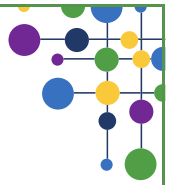
As a school with rich heritage, you'll have the full support of Jenny Carr - Headteacher, who's stewardship has seen the school improve from a Progress 8 score of -0.62 to a score of 0.01 since joining in 2018, along with the support of the Senior Leadership Team and leaders at all levels. The journey continues to be exciting and positive making the school a great place to work. Our values of raising aspirations and increasing knowledge in our local diverse community are at the heart of our curriculum and we pride ourselves on instilling a culture of care in which our students can flourish.

Staff wellbeing is paramount and we regularly review how we operate to effectively support a positive work life balance. The school is a warm and friendly environment and all visitors are exceptionally complimentary about our standards of behaviour and the positive attitudes from our students.

We are a school which has an innovative curriculum that allows staff the flexibility to create an inspiring, exciting learning journey for all our pupils/students enabling them to develop into active citizens of the future, empowered to make their best contribution to society.

The Curriculum is developed in a thematic and practical way that engages both our employees and children/young people. We seek ways to make our curriculum even more interesting every year. Lessons are expected to be fascinating, engaging, exhilarating, and demand that pupils/students think for themselves whilst ensuring pupils/students see a purpose to their work.

The teams include teachers and support staff, all of whom work together to deliver the agreed curriculum to the children/young people. Together they assess pupils/student progress and achievement to ensure each learner's self - confidence and self -esteem rise quickly, developing their thirst for learning.



## Educational Teaching Assistant Leading on Literacy

<b>Role Title</b>	Educational Teaching Assistant	<b>Reporting to</b>	SENCO
<b>Section</b>	Additional Needs Team, Royds Hall Share MAT Academy		
<b>Contract type</b>	Permanent – job share – 2 days per week	<b>Grade / Salary</b>	Band E

### Part A – JOB DESCRIPTION

<b>Overall purpose of role</b>	To work as a team member within the Additional Needs Team to support the learning, progress and care of identified groups of students to help them achieve their Personal Best. The role is to work under the direction of the SENCO to provide support for groups of students, in lessons and, occasionally for group or individual intervention. You will also support effective liaison and communication between the pastoral support team and the teaching staff by working together to plan for the effective support of students. You will also review the plans with the SENCO, Speech and Language Therapist or the Educational Psychologist and carry out the appropriate actions from the review. To model good practice for other teaching assistants and teachers.
<b>Safeguarding Requirements</b>	<p>This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS). People who may have contact with younger children (i.e. primary school age) are also required to complete a declaration about family or other members of their household.</p> <p>Applicants MUST complete the MAT's standard application form to be considered, will be required to provide evidence of identity and qualifications and offers of employment will be subject to satisfactory references. For applicants who work or have recently worked in a school, one of the references must be from the Headteacher.</p>

<b>Key Outputs</b>
<ol style="list-style-type: none"> <li>1. Provide skilled delivery and support which increases student independence under the direction of the teacher.</li> <li>2. To work under the guidance of the SENCO and other outside agencies to monitor students' learning. Ensuring the progress is clearly recorded in the relevant systems and relates to the learning objectives/goals for students.</li> </ol>

3. Delivery of phonics intervention with students, inspiring a love of learning as well as evaluating, intervening and assessing student's progress.
4. Lead on the planning and delivery of IDL intervention with students, inspiring a love of learning as well as evaluating, intervening and assessing student's progress.
5. Plan the literacy intervention for colleagues, ensuring that students can secure strong progress overtime.
6. Monitor, analyse and report on the literacy progress made by students, on at least a termly basis.
7. Organise the NGRT testing for students and communicate the information to key stakeholders.
8. To participate in and assist in supervision of educational visits, in conjunction with the teacher/line manager.
9. Lead activities outside of lesson times (or supervise groups of students at lunchtimes, and break times, to ensure such students are safe and are participating in valuable activities to build the skills.
10. Undertake varied roles and responsibilities (e.g. supporting the class whilst the teacher works with a specific group etc.) within the classroom under the direction of the teacher; always being integral to accelerating and measuring student progress.
11. Undertake professional development to ensure own knowledge is up to date and to develop professionally.
12. To build strong working relationships with teachers and the SENCO/Specialist Provision teams.
13. Actively encourage the inclusion of all students to participate in the life and activities of the school and access the national curriculum to the best of their ability.
14. Liaise with department, pastoral and Additional Needs Team staff to help the teacher ensure the needs of all students are met fully.
15. Ensure key staff are informed of progress and developments through regular feedback and updates.
16. To be responsible for reviewing of IEPs/Support Plans/EHC Plans frequently with parents, students, teachers and outside professionals.
17. Lead an area of Additional Needs and provide support and training for other staff within the team.
18. Maintain regular, positive contact with staff, students and parents involved in Additional Needs.
19. Under the guidance of the SENCO provide one to one support to students or working with groups of students on pre-planned activities, to reinforce the teachers approach and to support the learning to maximise student progress and achievements.
20. Proactive liaison with, SENCO and teachers, to help the students make strong progress overtime.
21. Complete reports in relation to student progress and assist in the preparation of Support Plan, IEP's, and EHC Plans as required.
22. Make relevant referrals to outside agencies to access support for students.
23. Communicate the needs of students by creating and updating student profiles under the guidance of outside agencies
24. Seek feedback about own performance and the quality of support offered

25. To provide cover for break and lunchtime as directed by line manager, ensuring the post holder actively upholds and promotes the philosophies of the school.
26. As part of your wider duties and responsibilities you are required to promote and actively support the school's responsibilities towards Safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have.
27. Carry out your duties with due regard to current and future School policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, and on-going performance development and through Academies communications.

**Dimensions** *(Financial/Statistical/Mandates/Constraints/No. of direct reports)*

- Range of Teachers and Support Staff approximately 150 across the whole school.
- Range of Students approximately 850. Number of SEND students varies with each new intake.

**Work/Business contacts**

**Internal:** All teachers and support staff to advise how effectively to support students to achieve their Personal Best.

**External:** External staff, Other Schools, Parents and families.

**Expertise in Role Required (At selection - Level 1)**

**Essential or  
Desirable**

- |  |           |
|--|-----------|
| • Be able to demonstrate levels of numeracy and literacy to GCSE [A-C] or 4+ | Essential |
| • NVQ 3 for Teaching Assistants or equivalent qualifications or experience   | Essential |
| • Experience of working with children/young people                           | Essential |
| • Experience of working with children/young people in a school               | Desirable |

- |  |           |
|--|-----------|
| • Experience of working with children who have SEN / EAL   | Essential |
| • Experience of working with children with literacy needs  | Desirable |
| • Ability to lead, engage and influence others   | Essential |
| • Experience of working across departments and with external organisations   | Essential |
| • Excellent communication skills   | Essential |
| • Excellent behaviour management skills  | Essential |
| • Commitment to the safeguarding of young people   | Essential |
| • Ability to monitor and evaluate impact of interventions and strategies   | Essential |
| • Ability to assist the teacher in planning class activities   | Essential |
| • Ability to prepare differentiated materials and teaching aids suitable for the learning activities for your subject area | Essential |
| • Ability to use ICT to support learning   | Desirable |

***Other (Physical, mobility, local conditions)***

- |   |           |
|---|-----------|
| • Is willing to work flexibly within scope of overall hours, e.g. evening meetings. | Essential |
|---|-----------|

***Expertise in Role - After initial development - Level 2***

- Ability to deal with students who require physical restraint and interventions, using such methods as Team Teach, under the direction of the Headteacher
- Understanding of IEP's and EHC's
- Understanding of phonics and developing fluent readers
- Working knowledge or understanding of relevant policies and codes of practice.

***Expertise in Role (Advanced - Level 3)***

- Specialist skills/training in curriculum or learning area.



*Structure*

Senior Deputy Headteacher

|

SENCO

|

Teaching Assistant

*Signatures*

Approved by : CEO

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Approved by : Post Holder/or Representative

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