APPLICANT PACK

HIGHER LEVEL TEACHING ASSISTANT

Harris Primary Academy Kenley

Grade 4

How To Apply

Please visit **www.harriscareers.org.uk** to apply online and submit your application. We only accept applications submitted before the closing date via our careers website. Please refer to the last page of this candidate pack and our website for guidance on applying to opportunities within the Federation.

Safeguarding Notice

The Harris Federation and all our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our **Policy Statement on the Recruitment of Ex-Offenders.**

About the Harris Federation

The founder and sponsor of the Harris Federation, Lord Harris of Peckham, opened our first school in 1990. We have, over the past thirty years, implemented ideas and initiatives that have transformed the opportunities of pupils from working class and disadvantaged backgrounds. Harris academies are widely recognised as a force for social mobility. We are immensely proud of the role that our alumni are now beginning to play in the world and of what we believe our current generation of pupils will go on to achieve.

The Harris Federation has a track record of accomplishment in achieving success through rapid school improvement and has built an unrivalled reputation for running outstanding academies. We now have over 50 schools educating more than 40,000 young people across London and Essex, and employ over 5,000 staff across our academies and head office. With the majority of our academies located in areas of high socioeconomic disadvantage, a high-quality education is key to the futures of the pupils we serve.

Our Vision

We are a pioneering education charity, and one of the leading multi-academy trusts in the country. We have built a reputation for transformative change, taking on some of the most challenging schools in London and turning them into places where every young person can access a high-quality education and have opportunities to succeed.

Our vision, from the start, has been to provide the structure and services needed for our schools to amount to more than the sum of their parts, and to free-up our teachers and leaders to focus on one thing and one thing only: the outstanding education of all their pupils. Our young people and communities are at the heart of everything we do. Our core mission has always been to close the educational gap between young people from disadvantaged backgrounds and their peers. Our ambition is one where every child in London, no matter their background, has equal access to high quality education, giving them the same opportunities and potential to succeed.

Our Values

We have exceptional teachers, support staff, and leaders that come from a wide range of backgrounds. They bring many different skills, but they all share a strong commitment to delivering an outstanding education and creating an inspiring and happy school environment. We know there are many challenges facing our young people and the communities we serve, and that's why we need determined people like you to help us tackle those inequalities.

Whilst each of our academies has their own unique cultures and values; as a whole Federation, we have four core values which are central to successfully achieving our vision: **Excellence, Collaboration, Support, and Innovation**. We are proud of our values because they guide us in how we work allowing us to achieve the best possible outcomes for our young people, communities, and colleagues. No matter what your role is, where you're based, or what your career goals are, our values act as a guide to empower you to do your best work.

What Sets Harris Apart

We are a Federation rather than a chain, and the autonomy of our Principals, and their individual academies is a key element of our success. In addition, the support structure from our central team provides a range of efficient and time-saving services to our academies, but Principals have ownership of running their schools to determine the best curriculum and other local policies to suit the context of their school, staff, and students.

Our head office based in East Croydon, provides expertise and guidance across Commercial, Governance, IT and Data, Finance, Estates, Procurement, HR and Recruitment, Sixth Form and Marketing. Harris academies are funded on the same basis as other state schools in England, but by negotiating shared contracts and services, and delivering other economies of scale, our academies save over £5m per year, all of which goes back into the education of our students.

As part of the central team we have more than 70 consultants, each a subject specialist and highly-skilled teachers who are available to our academies as a resource to use as they need. Their job is to create curriculum excellence in every subject. Our schools are able to access their full support to ensure the most effective curriculum intent, implementation, and impact.

From Our CEO

We see Harris as a system disrupter – whose purpose is to make life fairer for children in and around London. Our focus is to take on the most challenging schools and turn them into exceptional places of learning where everyone – staff and students – thrives.

We strive to deliver an excellent education to our young people so they can progress into top careers and the very best universities and apprenticeships, giving them the chance to fulfil their potential, no matter their background.

The secret of our success is that every Harris academy is different; every school has its own culture and ethos nurtured by its leadership team to suit the local community and context. However, all Harris academies are united by a determination to constantly improve and to quickly identify and share what works to ensure that every pupil is successful regardless of background.

As we grow, we are delighted to welcome new and experienced teachers, leaders, and support staff into the Federation, all of whom are crucial to our ongoing success. We encourage staff in their learning and development, our CPD is regularly described as 'outstanding', and all of us are committed to growing our expertise and sharing it with each other.

Sir Dan Moynihan
Chief Executive

Our Benefits

We know our success is a direct result of the hard work and dedication of our teams. No matter what your role, by joining the Harris Federation, you will be making a difference to young people across London and in recognition of this, you will be able to enjoy the tangible and intangible benefits of working at Harris.

Harris has a strong culture of collaboration and best practice, with professional development and career planning at its centre. We invest in our staff with support, coaching, mentoring, and a wide range of top-quality training programmes delivered at every level.

You will also have access to a variety of benefits, support programmes and initiatives. Visit our website to discover more.

Diversity and Inclusion

We are committed to encouraging and sustaining a positive and supportive working environment for our staff, and an excellent teaching and learning experience for our young people. As a provider of employment and education, we value the diversity of our staff and students, and all our staff are equally valued and respected. We are committed to providing a fair, equitable and mutually supportive learning and working environment for our students and staff.

Our work will impact many generations to come, and our staff come from all backgrounds and walks of life, coming together to inspire young minds. We promote an inclusive culture that embraces the valuable and enriching contribution that all of our community make. We continue to be proactive in uplifting and supporting all voices at Harris.

Job Purpose

- To complement the professional work of teachers by taking responsibility for agreed 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 students and assessing, recording and reporting on students' achievement, progress and development. Responsible for the management and development of teaching within the academy and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training.
- Under an agreed system of supervision: take a lead role within the academy to address the needs of students who need particular help to overcome barriers to learning.
- To provide support for students, the teacher and the academy in order to raise standards of achievement for all students (e.g. SEN, EAL, More Able, all underachieving groups), by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage students to become independent learners, to provide support for their welfare, and to support the inclusion of students in all aspects of academy life.

Main Areas of Responsibility

Other Duties

- Supervise and provide particular support for students, including those with special needs, ensuring their safety and access to learning activities.
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
- Establish constructive relationships with students and interact with them according to individual needs.
- Promote the inclusion and acceptance of all students.
- Encourage students to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to students in relation to progress and achievement under guidance of the teacher.
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of students' work.
- Use strategies, in liaison with the teacher, to support students to achieve learning goals.
- Assist with the planning of learning activities.
- Monitor students' responses to learning activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teachers on students' achievement, progress, problems etc.

- Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- Establish constructive relationships with parents/carers.
- Administer routine tests and invigilate exams and undertake routine marking of students' work.
- Provide clerical/admin support e.g. photocopying, typing, filing, money, administer coursework etc.
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to student responses.
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years recording achievement and progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist students in their use.
- 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 students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the academy.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of students out of lesson times.
- Accompany teaching staff and students on visits, trips and off-site activities as required and take responsibility for a group under the supervision of the teacher.

Support for Students

- Assess the needs of students and use detailed knowledge and specialist skills to support students' learning.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Develop and implement IEPs.
- Promote the inclusion and acceptance of all students within the classroom.
- Support students consistently whilst recognising and responding to their individual needs.
- Encourage students to interact and work co-operatively with others and engage all students in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to students in relation to progress, achievement, behaviour, attendance etc.

Support for Teachers

- Within an agreed system of supervision and within a pre-determined lesson framework, teach small groups or whole groups.
- Provide detailed verbal and written feedback on lesson content, student responses to learning activities and student behaviour, to teachers and students.
- Motivate and progress students' learning by using clearly structured, interesting teaching and learning activities.
- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Supporting the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on student progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests.
- Production of lesson plans, worksheet, plans etc.

Support for the Curriculum

- Deliver learning activities to students within agreed system of supervision, adjusting activities according to student responses/needs.
- Deliver local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of students' skills.
- Use ICT effectively to support learning activities and develop students' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.
- Implement agreed learning activities/teaching programmes, adjusting activities according to student responses/needs.
- Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for students to broaden and enrich their learning.
- Determine the need for, prepare and use specialist equipment, plans and resources to support students.
- To be a Form Tutor to an assigned group of students if and when required.
- To promote the general progress and well-being of individual students and the Tutor Group as a whole.
- To liaise with the relevant pastoral leaders to ensure the implementation of the Student Support system.

- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life.
- To undertake other duties appropriate to the post that may reasonably be required from time to time including breakfast, lunchtime and after school enrichment and support sessions.

Support for the Academy

- Comply with and assist with the development of 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 students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the academy.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students.
- 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.
- Be responsible for the provision of out of school learning activities within guidelines established by the academy.
- Manage other learning support assistants and undertake recruitment, induction, appraisal, training and mentoring for other learning support assistants if required.
- Assist teachers in offering mentoring support and guidance to other learning support assistants undertaking formal training.
- Offer mentoring support and guidance for older students undertaking work experience activities within secondary schools.
- Support and guide other less experienced learning support assistants' work in the classroom when required and lead training for other learning support assistants.
- Contribute to the overall ethos, work and aims of the academy by attending relevant meetings and contributing to the development of policies and procedures within the academy. Also participate in staff meetings and training days/events as requested.

Quality Assurance

- To help to implement academy quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation in line with agreed academy procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the academy.

Managing Information

- To maintain appropriate records and to provide relevant accurate and up-to-date information for Management Information Systems (MIS), registers etc. and input this in accordance with required schedules.

Communications

- To communicate effectively with the staff, parents and students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the academy.
- To follow agreed policies for communications in the academy.

Marketing and Liaison

- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools as required by your line manager.
- To contribute to the development of effective links with external agencies.

Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist in identifying resource needs and to contribute to the efficient/effective use of resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, subject area and the students.

Academy Ethos

- To undertake such other duties as may be required, commensurate with the level of responsibility of the post
- To engage actively in the performance review process, addressing appraisal targets set in conjunction with the line manager each autumn term
- To participate in training and other professional development learning activities
- To promote equal opportunities and celebrate diversity in all aspects of the academy
- To play a full part in the life of the academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example
- To support and attend academy events such as Open Evening
- To promote actively the academy's corporate policies
- To adhere to the academy's Dress Code
- To comply with the academy's Health and Safety policy and undertake risk assessments as appropriate
- To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance 'Keeping Children Safe in Education and the academy's Safeguarding/Child Protection policies
- To be aware of and comply with all academy and Federation policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Person Specification

Area	Essential	Desirable
Qualifications, Knowledge & Training	• GCSE (or equivalent) in English and Maths – Grade C or above • NVQ Level 3, or equivalent • Knowledge of Microsoft software • Good knowledge of a range of learning barriers including special needs • Experience of contributing to and assessing of provision for children with a range of needs • Some knowledge of some of the social issues facing students from disadvantaged backgrounds	• HLTA Qualification • Knowledge of National Curriculum • Educated to degree level or equivalent • Knowledge of ICT resources for SEN children
Experience	• Minimum 2 years' school-based experience as a TA, or equivalent	
Personal Skills & Qualities	• Effective use of ICT and other equipment to support learning • Well-developed interpersonal skills to be able to relate well to a wide range of people • Ability to inspire pupils and other staff members • Work constructively as part of a team whilst being able to demonstrate initiative • Good organisational skills • The ability to use own initiative • Be able to work in a flexible way • Show sensitivity in complex situations	• Ability to support the delivery of training to teaching assistants and other support staff members
Academy Ethos	• Enthusiasm for and commitment to the achievement of the Academy's overall vision for success at all levels. • Motivation to work with children and young people • Ability to build & sustain professional standards, relationships & personal boundaries with young people • Emotional maturity & resilience in dealing with challenging behaviours • Ability to contribute towards creating a safe & protective environment • Empathy with the aims and objectives of Harris Federation • Willingness to continue professional development. • Commitment to maintaining high standards and expectations. • Commitment to contributing to academy life as a whole • Commitment to equality of opportunity, valuing diversity and the safeguarding and welfare of all students	

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The job-holder will ensure that academy policies are reflected in all aspect of his/her work, in particular those relating to:

1. Equal Opportunities
2. Health and Safety
3. General Data Protection Regulations (2018) and Data Protection Act (2018)
4. Safeguarding children

Applying For The Position

We encourage you to apply as soon as possible as we may interview and offer to a candidate before the closing date. Please note that we only accept applications submitted before the closing date via our careers website.

Thank you for your interest in the Harris Federation. We look forward to receiving your application.

Before You Start Your Application

Please remember to check your junk mail folders for our email communications and add us to your safe senders list to ensure all future email communication is received. This is important to ensure you are kept up to date on the status of your application and to avoid delays in the recruitment process.

To submit an application, you'll need to have ready:

- Personal information about you
- Details of your education and employment history
- Details of any qualifications and training gained
- A CV and/or supporting statement to upload

Help and Support

For our Help and Support completing your application, visit **www.harriscareers.org.uk**

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