

Springwell Lincolnshire Learning Community



HLTA (Spalding) Information Pack

A proud member of the Wellspring Academy Trust



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Dear applicant,

Thank you for your interest in the role of HLTA at the Springwell Lincolnshire Learning Community. If you are successful, you will be joining a fantastic team and will be a key part of an exciting project to transform education for children with Social, Emotional and Mental Health needs across Lincolnshire.

This is an exciting opportunity for someone that is passionate about a skill/interest, who wants to work with young people, passing on their invaluable knowledge, skills and experience. The successful person will be expected to deliver the appropriate key stage curriculum to a small group of young people, the exact key stage will be decided based on the skills/experience of the successful candidate.

At the Springwell Lincolnshire Learning Community, you will work as part of a team committed to collaboration, creativity and innovation. We are dedicated to bringing the very best practice and resources to each of our settings. We are dedicated to developing a diverse, relevant and engaging curriculum, delivered through learning experiences built around the individual needs of our children and young people. Your challenge will be to ensure that young people feel valued, understood and their social and emotional needs are met, which allow them to become independent learners.

In September 2018, our first free school will be opening in Spalding and we require an exceptional person to take on the HLTA role.

If you are interested in transforming the lives and opportunities of young people with SEMH needs, we will be very interested to hear from you.

Yours sincerely



Phil Willott
Executive Principal – South



About Springwell Lincolnshire

Springwell Lincolnshire Alternative Provision, part of Wellspring Academy Trust, provides a caring, nurturing and developmental environment for young people who are unable to remain in mainstream education.

We are determined that after receiving our support, our students move on to their next destination having felt known, valued, understood and educated.

We are building four new schools in Lincolnshire under the Free Schools Programme. The Trust is working with Partners in the Department for Education to build schools in Mablethorpe, Lincoln, Grantham and Spalding. As the schools open they will be named Springwell Alternative Academy, followed by their location.

Students supported by the school

Springwell Lincolnshire has a core purpose to deliver education programmes for challenging or vulnerable children and young people who are not in school for a variety of reasons.

We are responsible for:

- Pupils who are unable to remain in mainstream education
- Children and young people who are at risk of not being able to remain in mainstream education

Message from the Senior Executive Principal

It is an exciting time for myself, the staff and the pupils here at Springwell. There have been many changes over recent months and there are many more to come. The Wellspring Academy Trust, in partnership with Lincolnshire County Council and the Department for Education are investing significant amounts of money in providing the best possible education for the children of Lincolnshire who can no longer access mainstream education. It is our intention to develop state of the art alternative provision across the county so that our pupils are given the best possible chance in life.

Our values are fundamental to everything we do. Although we believe in high standards we also understand that we are working in a complex world. We believe in second chances, unconditional positive regard and a culture of nurture and support. With that in mind, we aim to provide the best possible opportunities for all our pupils to develop and thrive in a climate of support, guidance and authentic care.

We also value the support of all our families and believe that if we work in partnership, understand the collective challenges and face them together then we can really make a difference.

Dave Whitaker

Senior Executive Principal

Springwell Lincolnshire Learning Community



Why work for Springwell Lincolnshire?

- Working in alternative provision and/or SEMH gives you a chance to break free from the stifles of mainstream
- Here at Springwell our staff are able to work in a values-driven environment where the personal development and welfare of the children are our core business
- Staff are of the utmost importance to us. With that in mind, training and development is a priority Opportunities exist with The Wellspring Trust to create and develop a meaningful and exciting career
- If you are ambitious then there are opportunities for development at all levels. Some of the greatest teachers in the Wellspring Trust joined us as Teaching Assistants. We have developed Specialist Leaders of Education and behaviour experts who work in our academies but also deliver training and support across the region.
- Leadership development programmes allow aspirant senior leaders to fast-track their careers and are given opportunities and training to aspire to Principal and Executive Principal roles
- We value every student as an individual, showing everyone respect and tolerance
- We want our students to be the very best that they can be – and will try to give them every opportunity to show success

Some testimonials from staff who have progressed into more senior roles throughout their time here:

"I started in the position of Pastoral TA for the first year; I have now been promoted to Pastoral Manager. I have achieved this by hard work, good support and guidance given to me, and being committed to my job. My Line manager always gave any support or guidance I needed, she also gave me the confidence and opportunity to take on more responsibility within my job role."

"I joined the Boston site as a caretaker in February 2017. In the September I started as a TA and I love it. So far I have been Team Teach trained to Advanced level, trained in Emergency First Aid, Nurture and Restorative Practice. The training is endless and the opportunity to progress is endless."

"I think I've developed a great deal since I started as a TA in Sept 2016. I'm now half way through my Straight to Teaching program, on the way to becoming a qualified teacher, for which I have been supported greatly by Springwell Lincs."

"I began working as SENDCo in May 2017 which took me all over Lincolnshire and into many schools. I quickly settled in to the friendly team at Springwell and straight away was able to 'make that difference' I was hoping to do. Within 5 months I was made Head of Centre and now am responsible for the day to day running of the Centre. I have great support from both my team and line manager and can say that I am extremely proud of the Centre and the children that attend."



Springwell Lincolnshire Learning Community is a proud member of Wellspring Academy Trust



About Wellspring Academy Trust

Wellspring Academy Trust is a Multi-Academy Trust with a Barnsley-based Head Office. We are a Trust at the cutting edge of educational innovation.

We have:

- Outstanding aspiration.
- A vision to provide children and families with exceptional educational opportunities.

Our Core Principles are:

- Excellence in Teaching and Learning
- Knowledge and skills growth that is celebrated by the community
- Collaboration with all partners in education and the community
- Succession planning within the institution and beyond
- Providing an exceptional school experience for our children

The Wellspring Trust Team

Mark Wilson

CEO, Wellspring Academy Trust

National Leader of Education (NLE). OFSTED registered inspector. Ex-Executive Head Teacher, London borough of Lewisham (two Outstanding schools, one Good school). Executive Head of Teaching School. Ex-Head Teacher at Robin Hood Primary for nine years and achieving an Outstanding judgement from Ofsted in April 2011. Mark believes in taking a global perspective on school improvement and has visited schools in Germany, South Korea, Italy and Australia to look at practice there.

Dave Whitaker

WAT Director of Education (SEND & Alternative Provision)

Executive Principal, Springwell Special School and PRU and National Leader of Education. Ofsted-rated Outstanding. Springwell was designated a Teaching School in 2013. The School is cross phase from age 4-18.

Experience in all aspects of school leadership. Involved with the development of a new approach to learning. Developed The Elements+ Curriculum.



Scott Jacques

Executive Principal, Springwell Academy Leeds

Experience of teaching and senior leadership in Primary, Secondary and Special Education as well as ten years' work in school improvement with Leeds City Council. Seconded to work as a Primary Teacher Adviser for the LA and later as a Secondary Consultant within the National Strategies team. Working with a wide range of schools on securing improvement and developing and implementing strategy. Five years working as an Adviser with the LA in Leeds, creating, developing and implementing eLearning strategy and supporting school improvement. Scott also worked with DfE, QCA and National Strategies on development of training and materials at a national level.

Scott spent a year as an Assistant Principal in a large inner city secondary school before becoming Head of a school in a Leeds special school. During this time, the school received an Outstanding judgement from Ofsted. Scott joined the Trust in 2015 working in leadership at the Forest Academy and then as Executive Principal of two alternative academies in North East Lincolnshire.

Our Commitment to You

Professional Development

We believe that outstanding Professional Development underpins outstanding schools. The more members of staff who are enabled and empowered with expert skills and knowledge, the more effective their impact upon learning. We believe in the power of Professional Development. We believe that it can and should be happening every minute of every day. Wellspring Academy Trust has access to a rich seam of Professional Development for all staff through our network of leaders, colleagues and schools, and through the Teaching School.

Leaders Professional Development

Inside every successful school you will find successful leaders. Almost every study of school effectiveness has shown both Primary and Secondary leadership to be the key factor. At Wellspring, we emphasise the importance of ongoing Professional Development for school leaders. We work together as leaders. We share our experiences and expertise. We recognise that we are stronger together.

Our recognition of the pivotal importance of effective leadership means that the Professional Development pathway into Executive Leadership across more than one school is open to you with Wellspring.

Safeguarding

Springwell Lincolnshire is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments will be subject to DBS clearance.



Job Description HLTA

Teacher	
Salary	LCC Grade 6 (£21,962 - £24,174) – pro-rata: term time only

Job Description
<p>Job purpose:</p> <ul style="list-style-type: none">To work with young people as directed, providing support to the Executive SLT, Head of School and teacher across a range of child-centred activities which promote child development and learning
<p>Support for Students:</p> <ul style="list-style-type: none">Assess the needs of students using detailed knowledge and specialist skills to support learning and establish productive working relationships with students, acting as role model and setting high expectations.Promote the inclusion and acceptance of all students within the classroom whilst supporting pupils consistently, recognizing and responding to individual needsPost holder to encourage students to interact and work cooperatively with others and engage all students in activitiesPromote independence and employ strategies to recognize and reward achievement of self-reliance, such as providing feedback to students in relation to progress and achievement <p>Support for Teachers:</p> <ul style="list-style-type: none">Organise and manage appropriate learning environments and resources, to include teaching and learning objectives as planned by the class teacher. Evaluate and adjust lessons/ work plans as appropriate within an agreed system of supervisionMonitor and evaluate student responses to learning activities through a range of strategies against pre-determined learning objectives, providing objective and accurate feedback to the class teacher as required.Work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independenceTo produce lesson plans, worksheet plans etc. and administer and assess/ mark tests and invigilate exams/ tests <p>Support for the Curriculum:</p> <ul style="list-style-type: none">Deliver learning activities to students within agreed system of supervision, adjusting activities according to student responses/ needs whilst also delivering local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of students' skillsPost holder should use ICT effectively to support learning activities to develop students' competence and independence in its usePrepare prescribed resources following teaching planning, that is necessary to lead learning activities, taking account of students' interests and language/cultural backgroundsPromote development and learning (physical, emotional, educational and social). Foster growth, self-esteem and independence, observe and record developmentSupport those with special educational needsCarry out reasonable daily personal care/hygiene duties and administer basic first aidAssist with the movement of children in and around the schoolSupport the young people when in the moment of crisis, ensuring the safety of the individual, peers and staff is priorityShow all the young people 'Unconditional Positive Regard', every single day



Support for the School:

- Comply with the policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Be aware of and support difference to ensure all students have equal access to learning opportunities, contributing to the overall ethos/work/aims of the school.
- Recognise own strengths and areas of expertise and use these to advise other teaching assistants.
- Extra-curricular Activities:
 - Supporting identified pupils in attending offsite visits
 - Deliver extra-curricular activities within centre during break and lunchtimes

Supervision of people:

- No direct line management responsibilities but the post holder will be expected to direct/support level 1 Teaching Assistants

Creativity and Innovation:

- Required to be creative when assisting with planning of activities

Contacts and Relationships:

- Direct contact with children and their parents/carers, other employees at the school. Liaise with other professionals under the supervision/guidance of the teacher

Discretion:

- The post holder must act in accordance with school policies and procedures and relevant legislation, particularly in relation to child protection and behaviour management

The post holder may be required to perform duties other than those given above. These may vary from time to time without changing the general level of responsibility.



Person Specification

HLTA

Attributes	Essential	Desirable	Evidence
Education and Training Attainments	<ul style="list-style-type: none"> HLTA standards through equivalent qualifications or experience Experience of delivering a vocational qualification 	<ul style="list-style-type: none"> Numeracy & literacy skills equivalent to NVQ 2 in Maths and English 5 years relevant TA experience, including qualification period Team Teach certified 	<p>Interview</p> <p>Application</p>
Skills and Abilities	<ul style="list-style-type: none"> The ability to communicate effectively with children and adults Be able to empathise with children and work as part of a team Be able to demonstrate 'unconditional positive regard Good oral and written communication skills Ability to work effectively as a team member Versatility, Creativity & Resilience Be able to plan intervention/lessons to groups of young people 		<p>Interview</p> <p>Application</p>
General and Special Knowledge	<ul style="list-style-type: none"> An understanding of current approaches to the support of young people at risk of social exclusion An understanding of inclusion and potential barriers which may face young people with SEN/SEMh and those at risk of offending 	<ul style="list-style-type: none"> Knowledge of legislation as it applies to pupils with SEN/SEMh 	<p>Application</p> <p>Certificates</p>
Skills and Abilities	<ul style="list-style-type: none"> Interpersonal skills which facilitate positive professional relationships with young people and multi-disciplinary teams 		<p>Interview</p> <p>Application</p>
Additional Factors	<ul style="list-style-type: none"> Good oral and written communication skills Ability to work effectively as a team member Versatility, Creativity & Resilience 	<ul style="list-style-type: none"> Prepared to travel across multiple sites 	<p>Interview</p> <p>Application</p>

