



The Langley Academy Secondary Slough, Berkshire

HLTA (Hearing Resource Base) Application Pack



Contents

Thank you for your interest in the HLTA (Hearing Resource Base) post at The Langley Academy Secondary.

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- Information about The Langley Academy Primary and the Parlaunt Park Primary Academy
- The job description and person specification

We hope that you find the pack informative and useful. If you do have any further questions, then please contact The Langley Academy Trust via the details below:

Sarah Friend

sarah.friend@langleyacademy.org

01753 214468

Deadline for application: Applications will be considered as they arrive. We would advise you to apply as soon as possible.

If you wish to visit the academy prior to application then please contact Sarah Friend sarah.friend@langleyacademy.org

You can also visit our Trust website at www.langleyacademytrust.org

Dear Applicant

I am delighted that you are showing an interest in the HLTA position in the Hearing Resources Base here at The Langley Academy Secondary. I want to set out the reasons why we think it is so exciting. The Multi-Academy Trust (MAT) encompasses The Langley Academy Secondary, the Langley Academy Primary and the Parlaunt Park Primary Academy. Our vision is to ensure we provide an outstanding education for every child in the Trust through high aspirations and quality learning through curiosity, exploration and discovery. By 2021, when The Langley Academy Primary has a full complement of year groups, we will have approximately 2,500 students and 350 staff working in the Trust.

We are looking for someone who is looking to be part of this vision. The Trust is in its third year and therefore very much still in its infancy and the continued development of an appropriate infrastructure is vital if we are to meet our strategic objectives. Both Primaries will be the main feeder schools with right of entry as part of the admissions policy. This means that the curriculum, assessment and pedagogy will be developed as a Trust to ensure our young people make rapid progress throughout.

A significant advantage of our approach is the capacity to provide outstanding in-house CPD as we will have excellence in each academy that can support professional development for those starting their careers or for those wishing to gain further responsibility. This capacity is further enhanced by understanding the significant resource the student body provides. Students in the secondary develop programmes of study for their careers whilst providing an invaluable service at each Primary. This might take place through the Duke of Edinburgh programme, our community service programme or the Child Development NVQ. In essence an academy improvement programme 'on tap' for each academy in the Trust. This will also give us the ability for each academy to respond to problems quickly. For example, staff across the Trust are able to lead on INSET days allowing us to access best practice.

One of the greatest qualities of the Trust is the Sponsors. Having worked with them since my appointment as Principal of The Langley Academy in April 2012, I cannot praise them highly enough. Annabel Nicoll is the Chair of the Trust and as the Sponsor, has boundless energy and enthusiasm all directed at giving youngsters a better life. As a result of her work, students here have quite simply been afforded opportunities that many young people elsewhere in the country just would not get. The successful applicant will be able to draw on this support and networking opportunity to develop their own career and importantly offer a better education for the young people.

We are aspirational and want to be the best MAT in the country with each school rated outstanding as soon as possible. We believe the economies of scale, the cross-phase opportunities for students and staff development, the ability to respond to each other's needs quickly and the 'can do' approach to everything we do, will make the working environment simply extremely exciting. Please come and visit us to truly understand what we are trying to achieve and whether you would like to be a part of our journey.

Yours sincerely

Rhodri Bryant
Executive Principal

About the Sponsor and the Trust

The Annabel Arbib Foundation is a registered charity. Originally named The Arbib Foundation it was established in 1987 to support the philanthropy of Sir Martyn Arbib and his direct family. The Foundation provides charitable donations and financial support to organisations and causes around the UK with a focus on the Thames Valley. The Foundation took a leading role in establishing the River & Rowing Museum in Henley-on-Thames which opened in 1998 and attracts over 100,000 visitors per year. The Foundation continues to be the main sponsor of the educational side of the museum.

The other principal beneficiary of the Annabel Arbib Foundation is The Langley Academy Trust. The Foundation is the sponsor of the Trust, created through Department for Education Academies Programme, and The Langley Academy opened in September 2008.

In 2015 Sir Martyn Arbib retired as Chairman of The Arbib Foundation and his daughter Annabel took up the Chair and uses the Foundation, which has been renamed The Annabel Arbib Foundation, to support her own philanthropy continuing the focus on The Langley Academy Trust. In September 2016, Oona Stannard became our new Chair of the Trust, allowing Annabel time to focus on the things she really wants in the Trust, working and talking with children. Oona comes with a wealth of experience in the education sector as do a majority of our Trustees and Governors, indeed this is a real strength. You can find out more about the team on our website.

The Langley Academy Trust is a unique Trust that serves the young people of Langley, Slough and further afield. Our Trustees are a Board of interesting and experienced professionals who bring energy, enthusiasm and wisdom to their role. They share the ambitions of the Trust senior leaders to achieve the best possible outcomes for all children and students within the Trust.

The Langley Academy Primary is a three-form entry Free-School, sponsored by The Langley Academy Trust. It opened in September 2015 with 90 very excited Reception children and parents; the intake will grow year on year until it reaches capacity of 630 children in September 2021. In September 2016, we opened the new build which now serves 2 year groups with 180 children in total and an ever increasing nursery.

The Trust's strong vision, high aspirations and determination to succeed in providing an outstanding education for children in the community are clearly evident throughout The Langley Academy Primary's positive learning environment. Our supportive ethos, child-centred approach, rich curriculum based on first-hand experiences have ensured children are confident, independent learners, displaying Curiosity, Exploration and Discovery.

Although still in our early days, we have received very positive feedback from our latest DfE monitoring visit in March 2017 and the Local Authority Early Years Team. The visits confirmed the Trust's review of the school and highlighted that the likely judgment in any future Ofsted inspection would be outstanding.

Throughout their growth period, under the guidance of The Trust and by working closely with Parlaunt Park Primary Academy, The Langley Academy Primary looks forward to shaping a new 21st Century Educational Experience.

Parlaunt Park Primary Academy is a popular school with recently modernised buildings that converted to a sponsored Academy within The Langley Academy Trust in September 2014.

Parlaunt Park Primary Academy caters for children between the ages of 3 and 11 years. The school was originally built in 1952 as a separate Infant and Junior School. The two schools were amalgamated in 1987 under one Headteacher. Major works were undertaken to enlarge its buildings following an expansion to a three- form entry school in 2009. The school has 635 children on roll plus a part time 39 fte Nursery provision.

The pupils come from diverse ethnic backgrounds which is typical for Slough, with the major groups being White British, Indian and Pakistani. There are smaller proportions of pupils from a wide range of other minority ethnic groups including Eastern European as well as a small group of Traveller children. The proportion of pupils with learning difficulties and/or disabilities is average. Just over a third of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is average. There is a breakfast and an after-school club.

Every child who attends Parlaunt Park Primary Academy is viewed as unique and treated as such. Children are encouraged to become independent thinkers with a love for life and learning. Their enthusiasm is stimulated by dedicated staff members who share the ambitions of The Langley Academy Trust to motivate the pupils to be inquisitive and thoughtful learners who will go on to success at Secondary School and beyond.

Parlaunt Park Primary Academy has developed holistically since it joined the Trust in September 2014. The curriculum has been honed to reflect the learning needs of the children and the strengths of the staff. RWI and T4W [Read Write Inc/Talk for Writing] are two key components of our literacy pathway. The wider curriculum is under review with both The Langley Academy Primary and Parlaunt Park Primary Academy embarking on an exciting journey over the next six years to map a new Primary curriculum and educational direction for the children encompassing first hand experiences, based on a thematic approach to learning and linked to visits and journeys and encompassing Museum Learning.

About The Langley Academy Secondary

The Langley Academy is housed in an iconic building, and bases its curriculum model on curiosity, exploration and discovery. We specialise in Science and strive to be at the forefront of Science education. We pioneer the use of museum learning and have developed links with national and regional museums to add an external dimension to learning. We aim to become a centre of excellence for sports, notably rowing and cricket. We have won our first rowing competition on the water and we have several National and European indoor champions. We are the only state school that runs an MCC Foundation Hub to spot cricket talent in Slough. At the heart of our vision, we aim for the highest achievement for all and to provide a welcoming, imaginative and creative environment which enriches the lives of all involved. You will see this in our building. We aspire to instil traditional values and promote respect for other beliefs. We are proud of what we and our students have achieved and we are confident that we will continue to achieve high standards for all our students and our local community.

In our most recent Ofsted inspection in February 2013, The Langley Academy was rated "good with outstanding elements". The Ofsted report states that:

The main reason why achievement is good is because the majority of teaching is typically good and sometimes outstanding, and it is well matched to the needs of most students. Students have outstanding attitudes to learning. Behaviour is excellent. Relationships throughout the academy are extremely positive and this ensures that the academy is a calm, purposeful environment in which to learn. The sponsors' vision permeates all aspects of academy life and the Principal, Leadership team and those who lead subjects and house groups are relentless in driving improvement.

We recognise this report is 4 years old but the above statement remains very accurate today.

Our results in each Key Stage are strong. At KS4 we achieved 67% A*-C including English and Maths with a progress 8 score of +.22 placing us in the top 20% of schools. KS5 results were ALPS 3 in 14/15 with a slight dip in performance in 15/16 although we are confident we will move back to our high standards this year. Overall our VA data for the last 4 years have been sig+ with 9 out of the 18 KPI as significantly above the national average. You will be able to find out more about our results and trends if you are invited for interview.

Benefits of working across the Trust

- We have a Wellbeing Group who meet on a regular basis. The group consists of teaching and non-teaching staff. Staff Wellbeing is very important to us.
- We have a generous Staff Absence Policy that reflects strong staff attendance and a can-do attitude
- Access to a weekly CPD programme that includes various Leadership programmes eg Across the Trust, NPQH, NQSL, NQML
- A subsidised Christmas Party is offered to all staff across the Trust.
- Flu vaccinations are offered every September to all staff across the Trust.
- PPA periods are on timetables and cannot be used for cover purposes.
- We have 4 Cover Supervisors reducing the amount of cover required by teachers.
- A very strong Behaviour for Learning Policy in place supports staff. Poor behaviour is not tolerated.
- A generous contribution is made towards pensions.
- Enhanced sick pay arrangements.
- Free car parking.
- Breakfast and lunch provided for staff on INSET days.
- Working in a very modern environment.

Job Description

Post held

Higher Level Teaching Assistant

Salary/Grade

L5a

Purpose of the job

To undertake, under the direction of the HRB Manager, the management, training and support of a team of Learning Support Assistants.

To provide specialist HLTA support within a curriculum area

Reporting to

Head of HRB

Liaising with

The Executive Principal, Head of School, Directorate, Leadership Team, Heads of Faculty, Raising Standards Leaders, Heads of House, SENCO, Subject Leaders, Student Support Managers

KEY FUNCTIONS

- To be responsible for the management and development of a specialist area within the Academy and the management of other Learning Support Assistants, including allocation and monitoring of work, appraisal and training.
- To complement the professional work of teachers by taking responsibility for agreed learning 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 as well as monitoring students and assessing, recording and reporting on students' achievement, progress and development.

SPECIFIC RESPONSIBILITIES:

The main responsibilities of the post are to:

- lead and manage the HRB team of LSAs ensuring that they carry out their duties effectively and efficiently
- support the learning within their allocated Faculty (HRB) by taking responsibility for agreed learning activities including taking groups and classes
- within an agreed system of supervision, plan and deliver challenging teaching and learning activities and to evaluate and adjust lessons/work plans as appropriate
- 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
- monitor and evaluate 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 together with class teachers
- promote the inclusion and acceptance of all students within the classroom
- encourage students to interact and work co-operatively with others and engage all students in activities
- promote student independence
- play a leading role in supporting the Head of Faculty, Principal and other staff as required in the development of literacy across the curriculum, working with staff and students as needed
- provide objective and accurate feedback and reports, as required, on student achievement, progress and other matters, ensuring the availability of appropriate evidence
- work within the positive discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- support the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on student progress/achievement etc
- advise on appropriate deployment and use of specialist aid/resources/equipment

GENERIC RESPONSIBILITIES:

- comply with, and assist with, the development of 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, 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 communication with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students
- deliver out of class learning as agreed within guidelines established by the Academy
- liaise between managers/teaching staff and LSAs. Hold regular team meetings with LSAs
- undertake appraisal/training/mentoring for other learning support assistants
- take part in the duty programme at breaks and lunchtimes
- attend and participate in regular meetings and participate in training and other learning activities, as required
- actively support and participate in the museum learning programme
- participate in and support the performance management policy
- undertake other tasks as reasonably required by the Executive Principal

Person Specification

Qualifications and experience	Essential	Desirable
HLTAs will be able to demonstrate the competencies identified for Teaching Assistants Level 4 and, in addition will be:		
NVQ Level 3, STAC or an equivalent qualification		✓
Management qualification e.g. CMS is desirable		✓
Individuals are likely to be working towards or have achieved assessment as an HLTA		✓

	Essential	Desirable
Able to deliver learning activities to small and larger groups of pupils	✓	
Able to differentiate learning activities	✓	
Able to report on the monitoring and assessment of student's work	✓	
Able to plan the deployment of the TA team	✓	
Able to lead, manage and motivate people	✓	
Able to demonstrate supervisory skills		✓
Able to use coaching and mentoring skills to develop others		✓
Able to work effectively with teaching professionals	✓	
Able to plan and organise at a high level	✓	
Able to use administrative procedures and ICT effectively	✓	

Personal Qualities and Skills	Essential	Desirable
Ideally, we are looking for someone who:		
Person of integrity	✓	
Ability to maintain confidentiality	✓	
Ability to remain impartial	✓	
Is sympathetic to the needs of the school community	✓	
Have an openness to learning and change	✓	
Have a positive attitude to personal development and training	✓	
Have good interpersonal skills	✓	
Is a good role model for students	✓	

Has passion and believes that every student can succeed	✓	
Is energetic, creative and enthusiastic	✓	
Is co-operative, flexible and responsible	✓	
Is reliable, well organised and committed to high standards	✓	
Is patient, optimistic and has a fantastic sense of humour	✓	
Is able to prioritise	✓	
Is punctual, with a smart appearance	✓	

Safeguarding	Essential	Desirable
<p>Staff uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by;</p> <ul style="list-style-type: none"> • treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position • having regard to the need to safeguard students' well-being, in accordance with statutory provisions • showing tolerance of and respect for the rights of others • not undermining fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
Staff must have a proper and professional regard for the ethos, policies and practice of the academy and maintain high standards in their own attendance and punctuality	✓	
Staff must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities	✓	

SS - Supporting Statement

Ref - Written references

FI - Formal interview

Activity - Selection of activities

How to apply

Please send your completed application to:

Sarah Friend
The Langley Academy Trust
Langley Road,
Langley,
Berkshire, SL3 7EF

Or alternatively, email it to: sarah.friend@langleyacademy.org

If you wish to visit the Academy prior to application then please contact Sarah Friend on the above email address.

Closing date: Applications will be considered as they arrive. We would advise you to apply as soon as possible.

References will be sought when we shortlist. Your application will be treated in the strictest confidence

The Arbib Foundation and The Langley Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to Funding Agreement and subject to pre-employment checks. References will be sought and successful candidates will need to undertake an enhanced Disclosure & Barring Service (DBS) check. LAT is an equal opportunities employer.