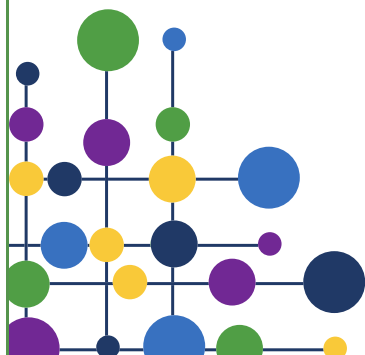
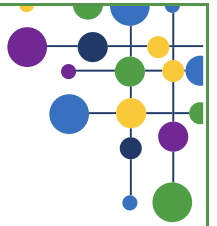


**Royds Hall a SHARE Academy**  
**Educational Teaching Assistant –**  
**Additionally Resourced Provision**  
**Application Pack**





## Welcome from the CEO

Dear Applicant,



Thank you for taking an interest in the vacancy based at Royds Hall Academy. 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.

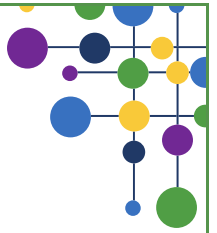
It is important to read the information provided carefully. We want you to be happy in the role you are applying for and committed to performing the job to the best of your ability.

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 four 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 pupils 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 pupils/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 pupils/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 delighted to officially announce that the inspection team rated Royds Hall a Share Academy as a ‘Good’ school. We are exceptionally proud of what our staff and pupils have achieved in the last five years. Whilst the outcome doesn’t change the way we work, it provides further evidence of the very positive journey of improvement we are on. We will continue to focus on what matters for our pupils and community and ensure that our pupils leave school fully equipped with the life skills, experiences and educational outcomes to enjoy a happy and successful future.” – May 2023

Royds Hall is a small secondary school that achieved a Progress 8 score of 0.00 in 2022. We enjoy strong behaviour for learning and a curriculum that is ambitious for all and well sequenced. Staff wellbeing is central to our vision of ‘valuing people, supporting personal best’. Visitors and staff regularly share that the school is warm and supportive with high expectations for all.

We also offer pupils a wealth of extended learning opportunities from; Royds Hall Scholars, Duke of Edinburgh, debating society, Steam Lab to knitting for fun. The PE department support our pupils to represent the school in a wide range of sports including Basketball, Netball and Athletics. We take part in the annual Speakers’ Trust event and have been successful in reaching the final in recent years. Pupils gain from a wealth of opportunities offered including leadership opportunities in every year group. In 2022, 100% of pupils took part in an extended learning opportunity. A strong belief exists that offering a wide range of extended learning opportunities ignites pupil interests and allows them uncover skills and abilities that support their sense of achievement and happiness in school and into adulthood. We believe that every child can succeed and it is our privilege to provide them the opportunities to identify their talents and their future dreams and aspirations.

Royds Hall is a wonderful place to work, where you will have the opportunity to make a difference every single day.

# Educational Teaching Assistant for Additionally Resourced Provision Role Profile

<b>Role Title</b>	Educational Teaching Assistant	<b>Reporting to</b>	Teacher in Charge of ARP
<b>Section</b>	Additionally Resourced Provision, Royds Hall: a SHARE MAT Academy		
<b>Contract type</b>	Permanent	<b>Grade / Salary</b>	Band E

## Part A – JOB DESCRIPTION

<b>Overall purpose of role</b>	To support students in the mainstream school and in the ARP at Royds Hall with complex communication and interaction difficulties. To work under the guidance of teaching/senior, staff to implement and oversee agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.
<b>Safeguarding Requirements</b>	This post requires the post holder to work 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).

<b>Key Outputs</b>
<ol style="list-style-type: none"> <li>1. This post is based in the Additionally Resourced Provision (ARP) within Royds Hall, which provides support for children with complex communication and interaction needs, their families and designated local mainstream schools. The Additionally Resourced Provision is part of a range of provisions for children with complex communication and interaction difficulties including those with autistic spectrum conditions.</li> <li>2. The postholder is required to work as part of a specialist team including teachers, support staff and a range of other professionals to support the learning and welfare of all children in the resourced provision. Reducing barriers to learning and ensuring their experience in school is inclusive and positive.</li> </ol>

3. As a Teaching Assistant in the Additionally Resourced Provision Department, you will be required to use and provide strategies to support emotional regulation and reduce barriers to learning, enabling students to access mainstream learning.
4. This role includes organising and providing learning and educational activities, developing skills, supporting integration and transition, securing children's physical and emotional well-being, whilst raising self-esteem and encouraging independence.
5. The role will involve delivering support for children with complex needs on a one to one and small group basis either in or out of the classroom or in the provision base. The post also involves working in partnership with parents/carers and families in order to build confidence and trust.
6. Under the guidance of the Teacher in charge of ARP 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.
7. To work alongside pastoral teams to provide support to achieve positive outcomes and meet the needs of children, their families and school.
8. To support colleagues in school, as appropriate, in developing effective support strategies, and in the implementation of additional needs and other plans to meet learners needs.
9. To implement appropriate communication and access arrangements and to enable access to learning.
10. To implement relevant and appropriate Autistic Spectrum Condition strategies to fully support the holistic needs of learners within the provision under the direction of the teacher in charge or specialist teachers.
11. To use the latest research / materials or resources and approaches, under the direction of the teacher, advanced or senior TA, in order to best meet the needs of children with ASC.
12. To assist with the preparation and tidying of the classroom and resourced provision base and upkeep of resources.
13. To participate in and assist in the supervision of educational visits in conjunction with the teacher in charge / specialist teacher or line manager.
14. To build strong working relationships with teachers and other departments.
15. 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.
16. Liaise with curriculum departments, pastoral and provision team staff to help the teacher ensure the needs of all students are met fully.
17. Ensure key staff are informed of progress and developments through regular feedback and updates.

18. Maintain regular, positive contact with staff, students and parents involved in the Additionally Resourced Provision
19. Proactive liaison with Additionally Resourced Provision colleagues and teachers to help the students make strong progress overtime.
20. Accurately complete all records or reports in relation to student progress and assist in the preparation of Pupil Profiles, Support Plan, IEP's, and EHC Plans as required.
21. Seek feedback about own performance and the quality of support offered.
22. To provide cover for break and lunchtime as directed by the teacher in charge or senior members of staff, ensuring the post holder actively upholds and promotes the philosophies of the school.
23. Undertake professional development to ensure own knowledge is up to date and to develop professionally.
24. 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.
26. 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 school communications.

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

- Additionally Resourced Provision at Royds Hall has places for 20 students with CCI needs.
- Range of Teachers and Support Staff approximately 150 across the whole school.
- Range of Students in the whole school is 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.

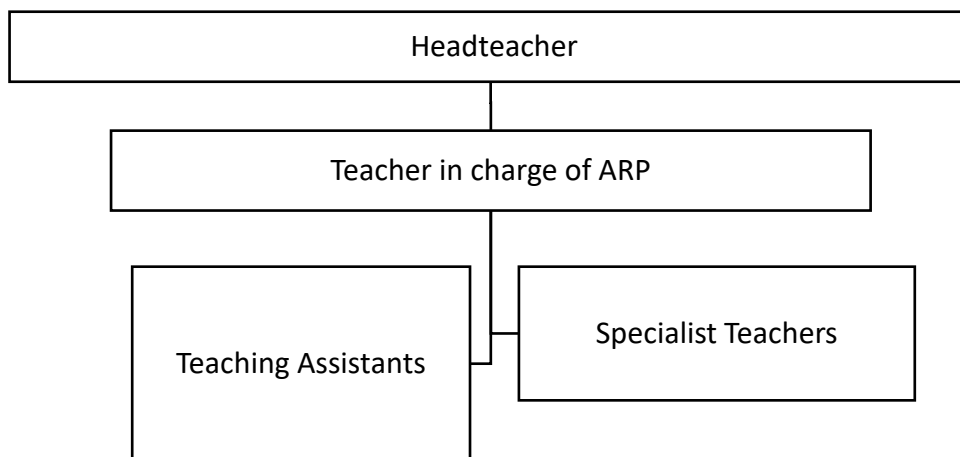
<b>Expertise in Role Required (At selection - Level 1)</b>	<b>Essential or Desirable</b>
<ul style="list-style-type: none"> <li>• Mainstream and/or special school support experience in relevant key stage(s).</li> <li>• Experience of working with children with complex needs, in particular Autistic Spectrum Condition</li> <li>• Experience of working closely with families.</li> <li>• Experience in developing effective classroom practice with other staff.</li> <li>• Educated to GCSE level 'C' or equivalent including English and Maths, or be able to demonstrate equivalent experience to that level.</li> <li>• Willingness to undertake further training and qualifications.</li> <li>• Knowledge of safeguarding procedures.</li> <li>• Knowledge of special educational needs, inclusion and equality procedures, legislation and relevant guidance.</li> <li>• Working knowledge or understanding of relevant policies and codes of practice (including EHCPs, IEPs, Pupil Passports etc)</li> <li>• Specific skills/experience in a relevant strand e.g. TEACCH.</li> <li>• Sharing best practice with other members of the ARP team and wider school staff.</li> <li>• Excellent communication skills.</li> <li>• Ability to maintain accurate records and liaise with a range of staff grades.</li> <li>• Communicate effectively with a range of staff grades to encourage good working relationships internally and externally.</li> <li>• Managing your own work load effectively to achieve agreed levels of performance.</li> <li>• Ability to monitor and evaluate impact of interventions and strategies.</li> <li>• Ability to prepare differentiated materials and teaching aids suitable for learning activities.</li> <li>• Excellent behaviour management skills.</li> </ul>	<p>Essential</p> <p>Essential</p> <p>Desirable</p> <p>Desirable</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Desirable</p> <p>Desirable</p> <p>Desirable</p> <p>Desirable</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Desirable</p> <p>Essential</p> <p>Desirable</p>
<b>Other (Physical, mobility, local conditions)</b>	
<ul style="list-style-type: none"> <li>• Commitment to ongoing personal training and development.</li> <li>• Ability to adapt and be flexible to the needs of the school.</li> <li>• Willing to undertake training and development as required.</li> </ul>	<p>Essential</p> <p>Essential</p> <p>Essential</p>



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

- Specialist skills/training in curriculum or learning area.
- Specialist skills/training in Complex Communication and Interaction
- Understanding Autism

### ***Structure***



### ***Signatures***

Approved by : CEO

\_\_\_\_\_

Approved by : Post Holder/or Representative

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