



Co-op Academy
Grange

Higher Level Teaching Assistant (SEN) Candidate Pack

January 2025

Welcome

Dear Applicant,

Thank you for showing interest in our academy and our Trust.

Our vision at Coop Academy Grange is that ***'We make 'Grange Great' by accelerating the development of our children towards their potential in everything we do.'*** This vision drives all of the decisions that we make and all of the work that we do day in and day out for our community.

We are an incredibly diverse school with multiple languages spoken by our students, families and staff. We feel that we do reflect the community that we serve and we are passionate about delivering an inclusive school for our students, both within the curricular lessons as well as the experiences that we offer outside of this.

We are an academy on a journey and if you feel that you want to join us on our journey then I would invite you to explore the information within our pack and on our website to get a true understanding of Coop Academy Grange.

If you feel you want to be a part of our journey and can bring the passion and drive needed to really support our students to become the best they can be, then please contact us to arrange a visit or discuss our vacancy.

I look forward to hearing from you as you embark on your journey with us towards delivering the excellent education that our community deserves.

Best wishes,

Sam Moncaster | Headteacher



Our Co-op Academies Trust

Dear Applicant,

Thank you for showing interest in our academy and our Trust.

The Co-op Academies Trust is a multi-academy trust operating across three hubs: Greater Manchester; West Yorkshire; and Staffordshire and Merseyside. We currently have 33 schools across the regions including secondary, primary and special schools plus a sixth form college. This makes us one of the most diverse multi-academy trusts in England.

The Co-op Academies Trust is governed by a very experienced Trust board consisting of senior members within education and business; about half the members work in senior leadership positions within all areas of the Co-op. Our Trust has a commitment to deliver a three-year strategic plan, developed in 2022, which gives a strong direction of outcomes needed in all areas, community impact and a moral code of practice for all members of Co-op Academies Trust to adhere to.

All our academy governing councils have a Chair of Governors from the Co-op as well as two to four Sponsor Governors. Each hub is led by a Regional Director - a proven leader of schools and an outstanding practitioner with a track record of improvement in education.

Within our leadership team, we have a National Leaders of Education (NLE) and a former NLE. We have a well-developed school improvement offer, including access to 18 different specialist directors. We have the full support of the Co-op who offer a range of services to all our academies, including enrichment opportunities, seconded staff, resources and expertise in the areas of education that overlap with commerce.

Most of our academies have a history of being in very difficult circumstances with many of them serving deprived communities. As well as bespoke individual plans to support academies, we offer school improvement strategies across the Trust that includes school-to-school support, links to external sources of expertise and internal directors. We want the very best for our academies and the diverse communities we serve, with the highest of ambition and aspiration for all students.

Throughout all of our academies you will clearly see our strong core vision and values called the Ways of Being, giving the Trust an ethical code that every stakeholder buys into and engages with.

Good luck with your application and thank you for considering Co-op Academies Trust as the next stage in your career.

Best wishes,

Dr Chris Tomlinson | Chief Executive Officer

Our Values

Co-op Academies Trust is committed to the values shared by co-operatives everywhere:

Self-help – we support learners, parents, carers and staff to help themselves

Self-responsibility – we encourage learners, parents, carers and staff to take responsibility for, and answer to their actions

Democracy – we give our learners, parents, carers and staff a say in the way we run our schools

Equality – we believe that the voice of each individual should be heard

Equity – we run our schools in a way that is fair and unbiased

Solidarity – we share interests and common purposes with our learners, parents, carers and staff, and with other schools in the communities we serve

We strive to demonstrate the following ethical values in everything we do:

Openness – we believe in being open with colleagues in our schools and beyond, children and their families, sharing information and ideas to raise standards and life chances

Honesty – we act in a professional and respectful manner in our dealings with everyone

Social responsibility – we maximise our impact on the people in our communities while minimising our footprint on the world

Caring for others – we treat everyone as we wish to be treated ourselves, understanding that children only have one childhood

We use our simple 'Ways of Being Co-op' to demonstrate our values:

- Do what matters most
- Be yourself, always
- Show you care
- Succeed together

Job Description and Person Specification

Higher Level Teaching Assistant (SEN)

Salary / grade range	Level 4, SCP 18-25 Term time only (39 weeks)
Location	Co-op Academy Grange
Reports to	Inclusion Manager/Assistant Headteacher (SENDCo)

Purpose of role:	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 the students and monitoring students and assessing, recording and reporting on students' achievement, progress and development. Learning activities may take place in a variety of locations dependent upon the needs of the students within the provision and include school, community and home settings. Learning activities may include working in partnership with parents and other agencies to achieve learning objectives for the student and may also include advising and assisting parents/carers to effectively manage behaviours that impact on learning and progress.
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Key accountabilities (and specific duties / responsibilities):

Supervision and Guidance:

Responsible to the Assistant Headteachers, but is expected to seek guidance from appropriate sources, including multi-agency partners involved in the effective running of the provision.

Range of Decision Making:

To make decisions using your own initiative where appropriate within established working practices and procedures.

The post holder will be expected to use good common sense and initiative in all matters relating to:

- The conduct and behaviour of individual, groups of students and whole classes
- The correct use and care of materials by individual and small groups of students
- The safety, mobility (if required) personal care and wellbeing of the students.

Responsibility for Assets, Materials etc:

- To maintain the confidential nature of information relating to the provision, school, its students, parents and carers.
- To be responsible for the care of all equipment and materials, within the classroom/designated area of the school in conjunction with other members of staff.
- To be responsible for the care of all equipment and materials used in the home and community settings with students and their families.
- The provision, use and storage of equipment and materials prepared by the postholder and used by the children with whom the postholder is working.

Contacts:

Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Contractors, External Agencies.

Range of Duties:

1. Support for Students

- Carry out observations in order to assess student needs and contribute to target setting, progression and tracking. Use this information to contribute to multi-agency plans including EHC plans. [Assess the needs of students and use detailed knowledge and specialist skills to support students' learning].
- Using a range of strategies and approaches to establish productive working relationships with students, acting as a role model and setting high expectations in order to remove barriers to learning for students.
- Promote the inclusion and acceptance of all students within the classroom and community settings.
- Encourage students to interact and work cooperatively with others and engage all students in activities, whilst respecting the range of learning needs of all students.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to students in relation to progress and achievement.
- Provide objective and accurate feedback to inform progress and review meetings.
- Support the learning, social, emotional and personal care needs of individual students in accordance with racial, cultural, religious linguistic and dietary needs.

2. Support for the Teacher

- Organise and manage appropriate learning environment and resources.

- 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.
- Production of lesson plans, worksheet, plans etc.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.

3. Support for the Curriculum

- Develop, deliver and evaluate a curriculum to support the development of Students personalised outcomes
- Using a range of knowledge and strategies, deliver learning activities to students in a range of locations within agreed system of supervision, adjusting activities according to student responses/needs
- Use ICT effectively to support learning activities and develop students' competence and independence in its use
- Advise on appropriate deployment and use of specialist aid/resources/equipment.
- Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds

4. Support for the School

- 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 school
- 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, including parent training and community support and outreach in order to create capacity.

- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class, where appropriate. Facilitate support from appropriate agencies and/or provide direct support where appropriate.
- Deliver out of school learning activities within guidelines established by the school
- To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Undergo essential training as required in order to continually extend specialist knowledge and cascade to others as appropriate.

5. Line Management Responsibilities Where Appropriate

- Manage/Guide other teaching assistants
- Liaise between managers / teaching staff and teaching assistants
- Hold regular team meetings with managed staff
- Represent teaching assistants at teaching staff/management/other appropriate meetings.
- Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants

Personal attributes required (based on job description):		
Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)
Qualifications <ul style="list-style-type: none"> • HLTA Status or equivalent • Evidence of further relevant study. • 5 GCSEs (minimum of grade 4 or equivalent) 	Desirable	A/I A/I A/I
Skills, Ability, Knowledge <ul style="list-style-type: none"> • Excellent communication skills. • An ability to plan and deliver programmes and interventions to meet specific needs • An understanding of an inclusive school environment. • ICT literate. • The ability to understand and empathise with the school community. • The ability to prioritise and manage records and paperwork • The ability to contribute effectively to the planning and preparation of • learning activities • An understanding of current educational issues • Working knowledge of a range of SEND Specific strategies 	Desirable Desirable	A/I A/I A/I A/I A/I A/I A/I A/I A/I A/I
Personal Qualities <ul style="list-style-type: none"> • An ability to empathise with and motivate young people. 		A/I A/I

<ul style="list-style-type: none"> • The ability to review, evaluate and lead by example. • A commitment and desire to continue learning. • An ability to think flexibly and use a variety of strategies to engage young people in learning. 		A/I A/I
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Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.

Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings have been used under which the detailed routines are assumed to be included in the job description.

Staff should not refuse to undertake work, which is not specified on this form, but they should record what they consider to be additional duties they are required to perform, and these will be taken into account when the post is reviewed.

How to apply

All applications must be submitted the link: <https://www.grange.coopacademies.co.uk/vacancies>

For an informal chat about the role and the academy, and/or to arrange a visit, please contact Human Resources at recruitmentsg@coopacademies.co.uk in the first instance.

The closing date for applications is: **Tuesday 28th January 2025 at 9am.**

Interview timetable

Interviews will take place on: **TBC**

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What we offer:

- Excellent opportunities for personal and career development within the Co-op Academies Trust;
 - Employee benefits such as retail discounts, reduced gym membership, cycle to work scheme and much more;
 - Free access to a confidential 24/7 Employee Assistance Programme;
 - Effective, supportive and dynamic leadership;
 - A superb, school building with a flexible and creative ICT rich working environment;
 - A welcoming, friendly, supportive, effective and efficient professional/Continuing professional development.
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Co-op Academy Grange,

Haycliffe Lane, Bradford, BD5 9ET

grange.coopacademies.co.uk

Telephone: 01274 779662

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