



ACE TIVERTON
SCHOOL

Candidate Pack

HLTA Specialism

ACE Tiverton School



Headteacher's Welcome

Dear Candidate,

ACE Tiverton is a new 11-16 special school. We opened in September 2019 with 35 students across Years 7-11. This year we have expanded to 85 students, and we expect to be full in September 2023 with up to 100 students. We are a Free School Academy with a designation focused on education and supporting students with a diagnosis of Autistic Spectrum Condition and related Social, Emotional and Mental Health needs.

All of our students have an EHCP (Education, Health and Care Plan) and are supported in their tutor and teaching groups by teachers and teaching assistants. We aim to keep our groups small with no more than 10 students, allowing us to deliver the personalised, differentiated learning that enables our students to succeed.

Our school is a welcoming, inclusive and safe learning environment in which vulnerable students are valued, cherished and nurtured. Our priority is engagement and strong relationships. Our students are all bright, humorous and interesting young people with their own backgrounds, stories and contexts. Many have been out of full-time education for significant periods before coming to us. They thrive in an environment built on mutual respect, genuine interest and transparency. 'Unconditional positive regard' is our mantra and we firmly believe that every day is a new start.

Our talented, experienced team of staff take pride in working relentlessly to ensure that every individual leaves us as a confident young adult who is well prepared for their life after Year 11, whether they go into employment or take up further education opportunities. At times, such as when meeting new staff for the first time, our students can be challenging and seek to test out boundaries and expectations. If you are motivated to create excellent educational experiences, have inspirational interactions and rewarding relationships with students who deserve amazing adults who care, are curious and driven by a desire to enable them to be the very best they can be, then we are the school family for you.

If, after reading this pack, you are interested in being part of our fantastic team, please contact us to arrange a tour of our school building – visits are warmly encouraged. Thank you for your interest and good luck with your application!



Hannah Smart

Executive Headteacher

About the role

Job Title: HTLA Specialism

Grade: E (NJC) spinal point 15

Salary From: Actual salary Grade E (NJC) Spinal Point 15 £20,992

Contract Type: Full Time, Permanent 35hrs per week, 39 weeks per year

Closing Date: Friday 1st December 2023

Interview Date: Thursday 7th December 2023

Start Date: ASAP - pending pre-employment checks and notice periods

Job Title	HTLA Specialism
Reporting To	TLR holder for Specialism / Lead Admin
Line Manger	TLR holder for Specialism
DBS Check Required	Enhanced

Role Summary

We are seeking to appoint a HLTA who will support in-class education and deliver our specialism intervention curriculum. The core purpose of this role is to facilitate teaching and learning support in our Haven campus alongside a team of specialist teachers and TA. Haven is structured to deliver the curriculum through the nurture principles. This post also has a role in managing the wider team of Teaching Assistants to ensure their practice is the very best it can be in the classroom and the delivery of specialist practice. In addition, the successful postholder will provide specific therapeutic and academic support in line with students' Education Health and Care Plan.

We have a strong team of specialist HLTAs and TAs from a diverse range of backgrounds who mainly assist in one subject area, based on their skills, experience and areas of interest or an interest in supporting a KS3/4 Nurture Group. SEMH/ASC experience could be an advantage, but our overriding priority is to find the right people to join our team and full training will be given. Experience of Thrive or ELSA would be advantageous or experience of specialist interventions such as occupational therapy (Sensory Circuits/Fun Fit) Speech and Language (Talkabout/Homunculi).

You will work across a team of Teachers and Student Support Assistants to equip students with life skills that will enable them to thrive as independent, skilled adults who can navigate the multiple demands of the wider world. We are looking for proactive, resilient practitioners with the ability and flexibility to act as a consistent adult in the absence of the specialist teacher.

We are developing an excellent reputation for providing student-centred learning and support with the highest level of challenge to ensure our students attain the highest standards of personal, social, emotional and academic development. If you want to join us to deliver bespoke, innovative education tailored to the needs of our unique students, then we would love to hear from you.

For more information or an informal discussion please contact Sarah

Dunn on 01884 763 140 or email

sarah.dunn@transformingfutures.org.uk Apply by sending your

completed application to TFTrecruitment@deltaservices.co.uk

Please note we are unable to accept CV's or applications submitted in a PDF format.

Our Vision and Values

“Learning for Lifelong Success”

Our Vision:

- We are a learning family founded on strong relationships, a deep sense of belonging and high aspirations.
- We enable all members of our learning family to be the very best they can be in all areas of their lives.
- We support and challenge each other to develop learning and life skills that create a resilient sense of self and help to secure the very best future for each of us.
- We deliver excellence, personalised and holistic education to enable every student to thrive in preparation for adulthood success.

Our Values:

- **Respect:** We care for every student in our school family, supporting them to understand themselves, others, and the world around them.
- **Personalise:** We empower every student to realise their academic and personal potential.
- **Inspire:** We challenge everyone in our school team to enjoy learning, take risks, discover new interests in a fair and safe environment.
- **Achieve:** We prepare each student to be a successful, independent, resilient, healthy citizen in our 21st century world.

What we can offer you

There are many exciting benefits to working at ACE Tiverton, we are located in the centre of Devon with excellent transport links and we also offer you:

- The chance to be part of a new and growing school community and to influence how we evolve over the next few years.
- A brand-new £4.5 million building with state-of-the-art facilities and resources, including laptops for all students and teachers, and Wi-Fi enabled mobile devices for support staff.
- A strong, happy, experienced team of staff - plus two therapy dogs and a tortoise!
- Access to high quality CPD, including Team Teach physical intervention training.
- The opportunity to be involved in developing a new curriculum from scratch.
- A school day running from 8am-2pm with an early finish of 1:30pm on Fridays.
- Freshly prepared hot meals provided by our own school chef.
- The opportunity to work alongside a multi-disciplinary team to provide support for students.
- Health Assured employee assistance programme, providing an online health portal with support and advice.

Job Description

The main purpose of the job is to:

- To assist teachers with the delivery of lesson activities and facilitate the effective and efficient delivery of lessons across the curriculum.
- Within the direction of teaching staff, provide general support to students and staff, including preparation, routine maintenance of resources/equipment and facilitate student progress academically, socially, and personally.

Responsibilities

Support students to access learning in a variety of settings, including offsite placements and Learning Outside the Classroom, as directed by teaching staff to include, but not limited to: -

- To create and maintain an engaging, fun, and supportive environment, demonstrating flexibility in planning and running sessions in response to varying/changing needs of children.
- To facilitate teaching and learning support alongside a team of specialist teachers and TA.
- Manage the wider team of Teaching Assistants to ensure their practice is the very best it can be in the classroom including the delivery of specialist practice.
- Provide specific therapeutic and academic support in line with students' Education Health and Care Plan.
- Model excellent social and communication skills and relationships. Support and encourage students to engage in learning activities, and promote Good Behaviour.
- Assist with the supervision of students during off-site activities, including Training Placements

- Be knowledgeable of, and comply with Policies and Procedures relating to: - Child Protection; Health & Safety; Security; and Confidentiality – reporting all concerns to the Designated Person/s.
- Be aware of, and support difference, and ensure all students have equal access to opportunities to learn and develop.
- Provide support for the preparation of and undertaking of examinations.
- Be an Excellent and effective role model for the standards of behaviour expected of students.
- To support in the development, monitoring, and evaluation of EHCPs and related student paperwork linked to academic, social, and personal progression.
- To carry out any other reasonable duties and responsibilities within the overall function, commensurate with the grading and level of responsibility of the post.

Support for the School to include:-

- Contribute to the overall ethos, vision, values and mission of the school and Trust.
- Appreciate and support the role of other professionals and maintain positive working relationships.
- Attend relevant meetings as required; participate in training, learning activities, performance development, and maintain record of own professional development.

General Duties

- Enabling independence in life skills, learning, and navigating the social and academic world.
- Employing a range of strategies to recognise and reward achievement of self-reliance for students.
- Using specialist (curricular/learning) skills/training/experience to support students.
- Assist with the development and implementation of EHCPs and Individual Education Plans.
- You will be responsible for keeping and updating records and for the marking of students' work.
recording achievement/progress encouraging students to interact and work co-operatively with others and engage all students in activities.
- Promote and ensure the health, safety and appropriate behaviour of students at all times.
- Support the teacher by assisting in the production of lesson/work plans, worksheets etc. within an agreed system of supervision.
- Liaise with parents/carers as agreed with the teacher.
- Provide objective feedback and reports, as required, to the teacher on student achievement, progress and other matters.
- Prepare and maintain curriculum equipment/resources as directed by the teacher to meet lesson plans/relevant learning activities.
- May be required to assist in the handling of small amounts of money related to various school events, which are then handed over to school office staff for processing.
- Operate office equipment in the provision of clerical and administrative support e.g. photocopier
- Support the intimate care and administering medicines to identified individuals within an agreed safe structure.
- The post holder will be expected to work within a Trauma Informed framework, using attachment friendly strategies to connect and build relationships with individual and groups of students.

- Ensuring maintenance of a clean, safe, and orderly working environment
- Timely and accurate preparation of routine equipment, resources, materials, as instructed, ensuring quality/safety.
- Undertake record keeping as directed.
- Monitoring and arranging orderly and secure storage of learning resources.

Experience & Job Knowledge

Essential

- Ability to plan and deliver education-based activities to a wide age range of children.
- Experience of supporting young people with Autistic Spectrum conditions, including but not limited to social, emotional.
- Experience of supporting young people with Autistic Spectrum conditions, including but not limited to social, emotional, and mental health, speech, language and communication needs.

Desirable

- Experience of supporting with the supervision of young people during off-site activities
- Evidence of supporting the writing and mentoring of IEP's and Pastoral Support Plans
- Evidence of involvement in extracurricular activities
- Evidence of supporting in developing / delivering differentiated programmes of work
- Knowledge of SEN and statutory assessment procedures, and the SEN Code of Practice
- Experience of working with young people who suffer from social communication and mental health complications.
- Experience of leading teams and ensuring good performance across a team of staff.

Skills

Essential

- Understanding of how children and young people learn in a practical context.
- Can organise own workload and that of support staff.
- Excellent communication and interpersonal skills
- Ability to work within school community teams, and wider community teams.
- Ability to produce clear and accurate reports.
- Ability to follow instructions, and to use initiative to work with young people in a variety of settings, in and outside of the school e.g., including but not limited to after school clubs, Food Technology, Health & Fitness, Outdoor Education, and offsite placements.
- Ability to work within corporate policies.
- Awareness of Equal Opportunities and Health & Safety, Child Protection Procedures and Safeguarding & Welfare
- Ability to maintain good discipline and challenge negative behaviour.
- Support in the development of Individual Learning Plans, One Page Profiles and Five Point Scales.

Desirable

- Ability to anticipate likely actions and outcomes of students in outdoor activities and react accordingly. (Dynamic Risk Assessment)
- Experience of using Evolve.

- Evidence of communicating & cooperating with a range of Children's and Young People's Services
- Training and experience of communication strategies, assessment of young people's needs and successful working with families.
- Keyboarding skills required to support the use of ICT in learning activities. Post holder may be required to use specialist equipment/resources and aids to support individual students.

Qualifications

Essential

- Level 2 qualifications such as GCSEs or Functional Skills – including Maths and English at Pass/grade 4/C or above.

Desirable

- Experience of working with young people with SEND.
- Formal qualification such as Thrive, ELSA, Speech and Language or Occupational Therapy
- First Aid Qualification
- Teaching assistant related qualification
- Youth work related qualification
- Other equivalent qualification relevant to children/young people

Physical Requirements

Essential

- Ability to visit and provide support in a variety of setting including, but not limited to all TFT settings, in-home support, and community-based learning.
- Full driving licence

Desirable

- Mini-bus driving certificate

Professional Expectations: -

- Contribute to the overall ethos/work/aims of the school.
- Support the role of other professionals and maintain positive working relationships.
- Attend relevant meetings as required.
- Participate in training, learning activities, performance development, and maintain record of own professional development.
- Undertake other duties appropriate to the grade of the post and as required by the student, in line with their Education, Health and Care Plan. Act at all times in accordance with appropriate legislation and regulations, codes of practice, the provisions of the Trust's constitution and its' policies and procedures.
- Undertake all duties with due regard to the equalities policy and relevant legislation.
- Work within the requirements of the Trust's Health and Safety policy, GDPR performance standards, safe systems of work and procedures.

Trust Vision & Values

Vision: We stand for excellence in education, uncompromising professionalism, and solution-

focused support, with our students at the heart of everything we do.

Values

- Professional excellence in all we do
- Valuing the individual and our service to them
- Valuing growth and releasing potential
- Celebrating Success
- Compassion and caring for everyone.

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change and the above list is not exhaustive. The person in the post may also be asked to carry out other duties commensurate with the grade as may be necessary from time to time.

About Transforming Futures Trust

Transforming Futures. Changing Lives.

Transforming Futures Trust works with children for whom mainstream education is not right: young people with behavioural challenges; children with mental health concerns; students who find the traditional setting of a school intimidating. It is not an exaggeration to say that we change these young people's lives. Our extraordinary staff can connect with these children and apply the principles of trauma informed care to enable them to reach their potential.

Transforming Futures Trust's core aim is to create 'positive futures for all'. We are building a culture of Trauma Informed Practice in all our schools which supports the wellbeing and development of all children and young people, Headteachers, Schoolstaff, parents/carers and stakeholders and the wider communities they are a part of. We have proven educational practice and strong leadership which has enabled us to develop new provisions across the southwest to meet the needs of children and families which have not been met in existing schools in the area. Since it was established, TFT has developed a highly effective internal capacity to support schools in their work with children and young people, helping them to make the biggest difference to their life chances.

Transforming Futures Trust was formally set up on 1st June 2016 (previously known as ACE Schools Multi Academy Trust) with the aim of growing from a single educational provision in Plymouth into a group of Schools across Devon and Cornwall. Our simple aim is to support the development and improvement of the education for all students within the Trust and beyond through school-to-school support.

The Trust Board has a chair and Trustees with a wide range of experience and skills to govern the Trust to a very high standard. They are responsible for setting Trust Strategy and making sure our schools are effective.

In addition to **ACE Tiverton School**, there are three other schools in the Trust:

ACE Schools



An alternative provision for children from 4-18 with sites across Plymouth, Cornwall, and Devon.

Courtlands School



Based in Plymouth, Courtlands supports 100 primary aged children who have Moderate Learning Difficulties, Social, Emotional and Mental Health Difficulties (SEMH), and other complex needs.



Based in Plymouth for children who have an Educational, Health and Plan (EHCP) describing Social, Emotional and Mental Health (SEMH) and/or an Autism Spectrum Condition (ASC). We have children on roll from Y3-Y11