Pastoral HLTA
INFORMATION PACK FOR CANDIDATES
September 2020
Dear Applicant,

Thank you for your enquiry regarding the position of Pastoral HLTA at Oasis Academy Warndon. I hope you find the information pack helpful. If you have any further questions after reading this document, then please do not hesitate to contact me.

**POST:** Higher Level Teaching Assistant  
**SALARY:** HLTA Level 5 – Scale Point TBC  
**START DATE:** 1st September 2020  
**VISIT TIMES:** By appointment only due to covid-19 conditions  
**CLOSING DATE:** Monday 13th July 2020 12pm  
**INTERVIEWS:** At Oasis Academy Warndon on Thursday 16th July.

Visits to the Academy are warmly welcomed where you will be able to meet with me and I can show you our Academy. Contact the Operations Manager, Anna Wichmann-Lima, on 01905 453530 or Anna.WichmannLima@oasiswarndon.org to book a call to arrange a visit.

If you feel that that this is a post for which you would like to apply, please complete all sections of the Application Form including the Equal Opportunities monitoring and return it to Anna Wichmann-Lima by one of the following processes: through the link on the Oasis Zone website, email: Anna.WichmannLima@oasiswarndon.org, drop in by hand or by post.

If you have not been invited to attend interview 6pm on Tuesday 14th July then you should assume that your application has not been successful. If you would like to know more about us before you apply, please see our website www.oasisacademywarndon.org, or if you are not clear about any aspect of the application procedure, do not hesitate to contact us for clarification. Thank you for your interest in what we think will be exciting, challenging and rewarding posts.

Yours sincerely

Emily Hobson  
Principal

A: Edgeworth Close, Warndon, Worcester WR4 9PE  
T: 01905 45 35 30  
emily.hobson@oasiswarndon.org
Oasis Community Learning and Oasis Warndon

Oasis Community Learning was set up in 2004 with the express purpose of transforming learning, lives and communities through the development of the Oasis Academies. Oasis Academy Warndon is part of the Oasis Multi-Academy Trust family. Every Academy within the Oasis Community Learning family benefits from the interconnectivity and shared practice of being part of a national family of 49 Academies. At a time of educational instability, we are a highly successful, established trust with great capacity for support and development and proven capacity.

As Oasis, we commit to transforming communities through our Academies and Community Hubs. Oasis Community Learning seeks to create and sustain networks of excellent learning communities working in the context of the Oasis Ethos where every student can reach their full potential. We believe this can be achieved through clear leadership, outstanding staff, a positive and affirming environment, strong partnership between students, parents/carers and the local community, along with the wider national and international links the Oasis’ global operations create. We are also committed to nurturing and developing the very best teachers to work within our Academies. In just two years, our sustained improvement has seen the percentage of inspected Academies attaining 'Good' or better, rise from 30% to over 80%. We have a relentless commitment to raising the bar for all, whilst closing the gap for disadvantaged students.

Our ethos is an expression of our character- it is a statement of who we are and therefore a lens through which we assess all we do. The work of Oasis Community Learning is motivated and inspired by the life, message and example of Christ. This is encapsulated by the following five statements:

- a passion to include everyone
- a desire to treat everyone equally, respecting differences
- a commitment to healthy and open relationships
- a deep sense of hope that things can change and be transformed
- a sense of perseverance to keep going for the long haul

The full Education Charter explains how our ethos impacts in Oasis Academies and can be found on www.oasiscommunitylearning

At Oasis Warndon, we achieved a strongly ‘good’ Ofsted report in May 2015. It is an incredibly exciting time to be part of our Academy, as we stride forward on our journey to outstanding. In establishing Oasis Warndon, we worked with all stakeholders in designing a vision and ethos for our Academy, which is encapsulated by:

‘Happy hearts, enquiring minds, promising futures’

We want children at Warndon to be nurtured, happy and capable of developing healthy relationships.

Through high expectations, children are stretched and challenged in their learning and personal development. All students are treated as individuals; with differences and achievements celebrated. Personalising learning is embedded within our ethos, giving students the education they need and want. Learning is active, hands on, engaging and purposeful in the context of their lives. Oasis Academy Warndon is an Academy for the community and an Academy for the 21st Century, preparing our young people for their future. Our bespoke character approach
The Academy mainly serves the Parish of Warndon, which is a very diverse and rewarding catchment to work within. On average, children enter school well below age expectations and require carefully considered provision in order to develop academically, socially and emotionally. There is significant deprivation in the area, with our Acorn Score at 86. Over 1/3 of the children in Warndon are living in poverty. In the national deprivation index data, Warndon is within the highest 1% nationally of most deprived areas in the country. We have 20% of our children on the SEN register, with a high percentage of language development areas. Furthermore, just over 50% of the children are able to access pupil premium funding.

We are an expanding school with provision from nursery through to year 6. Currently, we have over 580 children in our Academy with a plan for 700 as our reputation builds and our nursery provision expands in the coming years. We have teaching assistants in every class.

The school has a historical journey of improvement. In 2011 it went into special measures and came out of this position into requires improvement in 2013. On the 1st of October 2013, we converted to become an Oasis Academy, which provided a wonderful opportunity to focus on our core job of teaching and learning, whilst seeking the resources and expertise of an outstanding organisation to help us push forward in other key school improvement areas. Our Ofsted in May 2015 proved we are strongly good. The drive now is to obtain an outstanding judgement at the next inspection, but more vitally, make sure that outcomes for children are exceptional in the future.

Our Mission Statement

At Warndon we:

- Create a happy, stimulating, caring learning environment where risk taking and challenge is encouraged
- Awaken and nurture a love of learning that will last a lifetime and provide everyone with the skills to pursue that learning independently and collaboratively
- Enable everyone to reach the highest standard of which they are capable, academically and in other fields such as sport, arts and culture
- Encourage all learners to develop their own interests, passions, enthusiasms, creativity and individuality
- Help learners to understand and care about the world in which they live, and to believe in their ability and responsibility to change that world to make it better
- Empower learners to develop a strong sense of right and wrong, good and bad, equality and justice. Give them the inner strength to act according to these values
- Provide learners with the skills and understanding to live a healthy, successful life, physically, emotionally and spiritually
- Foster respect, tolerance and love for others, regardless of race, gender, religion or difference, within a framework of equality of opportunity and fairness
- Help learners to appreciate human achievements and aspirations and to believe in their own potential to attain great things
- Promote a feeling of pride and confidence in learners’ identities; as individuals, as members of our academy, as part of the local community and as citizens of the world
Teaching, Learning and Curriculum

We provide a broad and balanced curriculum, which caters for the individual needs and interests of students and offers a secure base of academic and social learning. We focus on social skills, learning characteristics and emotional intelligence, so that the right balance is achieved for preparation for lifelong learning. Our students are involved in a range of collaborative working structures; solving complex and varying problems; applying 21st century technology; presenting to a variety of audiences and working with a purpose, so that learning is inclusive and as close to real life as possible. There are many trips planned, as well as special visitors and hands on practical workshops involving children and parents.

We have an agreed approach to teaching and learning so that children are receiving a consistency of teaching pedagogy in the classroom. Amongst many other strategies, children use clear ‘steps to success’ for what needs to be achieved in the lesson. This is then used as thread for learning and a model for peer and self-assessment. Our agreed approach sets a minimum standard and then teachers use their own creativity and skills to allow learners really flourish, as well as providing consistency through central banks of high quality, bespoke resources and shared planning opportunities.

Our key focus in maths is ensuring that children are strong in number and calculation, both mentally and on paper. We have implemented a thorough teaching approach to the national curriculum, as well as initiatives like ‘I can do’ maths and Numicon. Our medium term plans contain steps-to-success for each lesson and links to the NCETM Mastery document and White Rose Hub fluency, problem-solving and reasoning materials. This create a real depth to teaching and application of skills as well as a consistent approach to teaching across the academy.

In English, we use a focused approach to shared and guided reading so that children's enjoyment and understanding is nurtured. We have invested in a greater range and quality of reading books across the school, using the Pie Corbett reading spine to identify fantastic texts and foster a love of reading. Read, Write Inc. is used as the basis for phonics teaching across KS1 and then linked to spelling development in KS2. We use Talk for Writing strategies to teach writing across the academy, which supports the development of vocabulary and fluency and accuracy of writing and consistency in teaching approaches to enable deep and meaningful development across the key stages and confident, independent writers.

Thrive is an integral part of how we work with all children, but more specifically, our most vulnerable children. We use the best research in neuroscience, attachment theory and child development, so that we can help children access learning by dealing with the core of their social emotional interruptions.

In Early Years, in accordance with the Early Years Foundation stage framework, we teach a curriculum which meets the needs of the children, based on the seven areas of learning. Our aim is to develop the whole child and to develop the characteristics of effective learning. In order to inspire, engage and motivate the children. The topics we teach are based on the children’s interest. Children are assigned a key worker/teacher who monitor the children’s progress.

We aim to give children a wealth of creative, active and worldly experiences, so that, when placed alongside academic challenge, we have the very best chance of helping them to discover their unique individual gifts and talents. Our music, P.E. and Science specialists work from Reception to Year 6. Throughout the year children have fantastic sporting and performance opportunities and achievements, as well as wonderful outdoor learning opportunities. A £10,000 outdoor surface and surround further compliments out facilities and is situated alongside our Alpaca enclosure; the beginnings of our community farm.
Community – Living and learning together

Our community is everything to us. We can only achieve the very best for the young people and the community if we are working hand in hand together. We work closely with a number of services and have recently started a partnership with Community Church Warndon and Fortis Housing. Through the development of our community hub at Warndon, we will be aiming to join up community services so that we can develop an integrated approach and help our children and families in the deepest way possible. We also have a children’s centre within our building, which develops more diverse provision and early intervention for our families.

Facilities

We are now fully three-form entry academy in each year group. We have developed and are always still improving our environment approach, so that there is a pride to our children’s learning areas. Classrooms are exciting and engaging across the academy. Some final few classrooms and areas are in the process of receiving refurbishment, so that we a complete academy which is vibrant and ready for 21st century learning.

We have two school halls and a longer-term aim of one hall that is big enough for the whole school, so that we can celebrate achievements as a whole community. Our ICT suite, iPad and laptop provision is well equipped, but we are now starting a plan to ensure that devices are available to children in classrooms and throughout the curriculum, starting in the upper school where we have iPads and self-charging cases for easy and regular access. We are working with the Apple Regional Training Centre in trialling various Apps and approaches to ensure we provide up to date and relevant technology and skills.

Staff are provided with their own laptop and iPad. Each classroom has an IWB and we are moving towards each room having an interactive screen rather than projector-based screen by 2019.

Our outdoor areas provide a great deal of space for the children with large playing fields, some wonderful forest school spaces, as well as a pond and other areas of interest, a superb all-weather facilitates, large separate playgrounds for the key stages and, of course, our 3 resident Alpacas: Harper, Horatio and Kardy.

Oasis Community Learning supports Equal Opportunities Employment.
Oasis Community Learning is a company limited by Guarantee registered in England and Wales no. 5398529 and is an exempt charity under the terms of the Charities Act 1993 and 2006.
Job Description

POST: Higher Level Teaching Assistant
RESPONSIBLE TO: Deputy Principal for Inclusion
RESPONSIBLE FOR: Supporting vulnerable pupils across the academy
SALARY: HLTA Level 5 Scale Points TBC
LOCATION: Oasis Academy Warndon
WORKING PATTERN: Term time only 32.5 Hours per week -8:30am to 4pm
DISCLOSURE LEVEL: Enhanced

JOB PURPOSE: Working with direction from the Deputy Principal for Inclusion and Assistant Inclusion Lead to provide tailored support for pupils across the academy including transition, interventions and running the inclusion room for pupils needing to reflect.

SPECIFIC RESPONSIBILITIES:

A. Support for pupils

- Supervise and provide support for pupils, ensuring their safety, well-being and access to learning activities, using specialist skills in behaviour management.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Engage, motivate and encourage students to reflect on their previous poor choices.
- Supervise and monitor students who have fallen below the expectations.
- Ensure the Inclusion Room is managed in a professional and responsible manner and there is appropriate restorative justice or interventions held for students placed in there.
- Ensure academy procedures are adhered to in relation to Inclusion Room and record, monitor and track the students accessing the Inclusion provision.
- Mentor identified students where appropriate across Key stages by;
  - establishing productive working relationships with pupils, acting as a role model and setting high expectations.
  - supporting pupils consistently whilst recognising and responding to their individual needs.
  - providing information, support and advice to enable pupils to make choices about their own behaviour/learning/attendance.
  - encouraging pupils to interact and work co-operatively with others and engage all pupils in activities.
  - Challenge and motivate pupils, promote and reinforce self-esteem.
  - Promotion of a realistic self-concept and good self-esteem
- Assist with the development and implementation of IEPs and IBMP/PHPs where appropriate.
- To be directly involved in the process which includes TEAM TEACH/withdrawal of pupils from the classroom in order to manage volatile situations safely and ensure the well-being of all pupils and staff.

B. Support for teachers:

- Support the Senior Leadership Team (SLT) by co-ordinating and organising pastoral support for those requiring it, including co-ordinating whole school assessment for emotional health though the Oasis Flourish Model.
- Report to parents/carers, teachers and member(s) of SLT using the correct resources.
- Create daily reports on students’ attitude and work ethic.
- Actively research new ideas and developments to improve behaviour;
- Supporting the monitoring of attendance and strategies to reduce absence and improve overall attendance;
C. Support For The Curriculum

• Supporting the management of extra-curricular activities;
• Supporting the development and implementation of a curriculum which meets the needs of our young people;
• Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs;
• Writing and co-ordinating individual programmes of support for children to develop their emotional literacy development:
  o Awareness of own and other people’s emotions
  o Development of an increased range of emotional vocabulary
  o Management of stress, grief, anger and conflict
  o Development of social interaction skills including the ability to initiate and maintain friendships
• Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
• Support the delivery of local and national learning strategies especially with regard to the transition across key stages.
• Prepare and use specialist equipment, plans and resources to support pupils.
• To be involved in whole school discussion regarding curriculum, behaviour and other matters relating to school policy and development as appropriate.

D. Support for the School

• Be aware of and comply with policies and procedures relating to child protection, health and safety, behaviour management, confidentiality and data protection, reporting all concerns to the appropriate agreed person following whole school procedure.
• Involvement in ensuring safeguarding procedures operate effectively in the Academy;
• Contribute to the overall ethos/work/aims of the school.
• Appreciate and support the role of other professionals.
• Attend and participate in relevant meetings as required.
• Assist with the supervision and support of pupils out of lesson times, at lunchtimes, before and after school.
• To support pupils in offsite activities which have the agreed risk assessment.
• Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
• To undergo initial Team Teach training and thereafter refresher courses as required by the Team Teach tutors in school to maintain this qualification up to date.
• To work within the staff team to support the well-being of staff and pupils, ensuring safety for all.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of Academy organisation and may change either as your contract changes or as the organisation of the Academy is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.
Oasis Community Learning is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced CRB check.
The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.
Pastoral HLTA Role

Our Purpose
Oasis Academies exists to provide a rich and balanced educational environment, which caters for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence through encouraging a ‘can do’ culture which nurtures confident and competent people.

Oasis Community Learning Ethos
Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our schools. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each Academy community.

For further information, please refer to the OCL Purpose, Ethos and Values document (above) which accompanies this job description.

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<td><strong>EXPERIENCE</strong></td>
<td><strong>SKILLS AND ABILITIES</strong></td>
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<td>• Experience of working with children of relevant age in a learning environment.</td>
<td>• Degree or Foundation Degree.</td>
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<td>• A wide range of experiences and techniques to support children with ACES or specific SEMH needs.</td>
<td>• QTS</td>
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<td>• Strong behaviour management.</td>
<td>• Understanding of statutory frameworks relating to teaching.</td>
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<td>• Understanding of strategies for teaching and learning</td>
<td>• Full working knowledge of relevant policies/codes of practice/legislation</td>
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<td>• Knowledge of how ICT is used to support pupils’ learning and ability to use ICT effectively to analyse data.</td>
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<td>• Ability to undertake a range of teaching activities with confidence, working effectively with individual pupils, groups of pupils and whole classes</td>
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<td>• Ability to contribute to planning and preparation of lessons and teaching materials</td>
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<td>• Ability to contribute to assessment and monitoring of pupil progress</td>
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<td>• Good communication and interpersonal skills</td>
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<td>• Good organisational and time management skills</td>
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<td>• Ability to work collaboratively with others</td>
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<td>• Ability to supervise others effectively, as required</td>
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<td>• Ability to take responsibility and work with autonomy within set boundaries</td>
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<td>TRAINING</td>
<td>• Willingness to undertake further professional training as appropriate.</td>
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| EDUCATION/ QUALIFICATIONS | • Completion of HLTA or other equivalent or higher qualification (or willingness to undertake course to complete this in the Autumn term)  
• GCSE English and Maths (grades A*-C) or equivalent |
| PERSONAL QUALITIES | • Driving licence  
• Qualifications in social emotional development  
• Team Teach  
• Commitment to safeguarding and promoting the welfare of children and young people  
• Willingness to undergo appropriate checks, including enhanced DBS checks  
• Motivation to work with children and young people  
• Ability to form and maintain appropriate relationships and personal boundaries with children and young people  
• Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline  
• Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos.  
• Enthusiasm and passion for inclusion. |