

ATLAS ACADEMY



Astrea Academy Trust
INSPIRING BEYOND MEASURE

Higher Level Teaching Assistant

CANDIDATE PACK



GIFTED

RESILIENT

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TOGETHER

Open Letter from our Principal

Dear Candidate,

Thank you for your interest in the post at our Academy.

Atlas Academy is a 3-11 Academy; we sit in central Doncaster and joined Astrea Academy Trust in November 2017. We have a committed team that are dedicated to school improvement and strive for the best outcomes for all learners. We provide a warm and friendly ethos and serve a diverse community. The Academy is seeking to attract a talented, knowledgeable, and committed Teaching Assistant. The successful candidate will have the opportunity to work in a vibrant, professional learning community that seeks excellence and be a key part of our next chapter in our journey.

Atlas Academy is on a drive to rapidly improve, we place emphasis on high aspiration and consistently excellent teaching. Our children work extremely hard. All staff are committed to providing the very best education for all children. We strive to ensure the teaching and learning at Atlas is inspirational. We have clear, shared goals to develop well-balanced individuals. Teamwork is a strong part of our ethos, with a culture of continual improvement in all that we do; we seek to continue our journey to be the best that we can be; inspiring beyond measure.

Astrea Academies Trust is an inspirational academies network that aims to give children and young people from all backgrounds an education that will transform their lives. Membership of the Astrea Academies Trust provides enhanced CPD opportunities for staff. As part of the Astrea family, Academies retain autonomy whilst ensuring a strong ethos of support and collaboration across the Trust.

We are seeking to recruit those who share our moral purpose and are seeking to continually develop their skills to ensure excellence.

I look forward to showing you around our Academy and answering any questions you may have.

Please visit our website for further details on our vibrant and diverse [school](#)

Peter Sturgess

Principal at Atlas Academy

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We can offer you:

- *Enthusiastic and caring children who are keen to learn.*
- *An opportunity to be part of an inspiring team that plays a central role in the broad and diverse community it serves.*
- *An opportunity to make a difference to the lives of the young people and families in Doncaster.*
- *Commitment to your continuing professional learning and career development.*
- *A hardworking team who are committed to promoting high achievement across the curriculum and school.*
- *A good humoured, industrious, highly skilled and enthusiastic staff team.*
- *Supportive and effective leadership.*
- *Access to the Teacher's Pension Scheme and our Employee Assistant Programme.*

Astrea Academy Trust is fully committed to being diverse and inclusive workforce where together we can embrace each other's unique individuality, background and heritage. We believe that by reflecting and representing the communities and people we serve, we will better and further the life chances of our pupils.

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Job Description

JOB TITLE:
Higher Level Teaching Assistant

SALARY RANGE:
£27,803 - £29,777

ACTUAL SALARY IF PRO RATA:
£21,355 - £22,871

CONTRACT TYPE:
Permanent

WORKING PATTERN:
32.5 hours per week
39 weeks per year (term time plus 5 INSET days)

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Role Description

Main Duties and Responsibilities

- Plan and prepare lessons with teachers, participating in stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.
- Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need.
- Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with Academy policies and procedures.

Teaching and Learning

- Within an agreed system of supervision and within a pre-determined lesson framework, teach intervention classes.
- Within an agreed system, support our MFL teacher in delivering and supporting the teaching across the Academy.
- Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils.
- Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom and interventions.
- Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others
- In accordance with arrangements made by the Principal, progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes under teacher supervision.
- Organise and safely manage the appropriate learning environment and resources
- Promote and reinforce children's self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance
- Assist the class teacher in encouraging acceptance and integration of children with special needs, or from different cultures and/or with different first language

Monitoring and Assessment

- With teachers evaluate pupils' progress through a range of assessment activities. Look to plan activities which close the gaps or extend/challenge pupils.
- Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- Monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.
- Assist in maintaining and analysing records of pupils' progress.
- Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.
- Support the teaching staff with reporting pupils' progress and achievements
- Contribute to the overall ethos, work, aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested

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Person Specification

Experience

- It would be desirable to have recent experience of working in a primary school environment, however secondary school experience may be transferable in this instance.

Qualifications

- GCSE Maths and English Grade C/4 or above education or equivalent
- A good standard of literacy and numeracy
- HLTA qualification

Skills and Knowledge

- Skills and Knowledge
- Ability to communicate well with staff and pupils
- Knowledge of the primary curriculum
- Ability to make observations and written reports on pupils during classroom sessions
- Ability to deliver effective lessons
- Confident in carrying out tasks and problem solving
- Resilience
- Work well as part of a team, however, can also work independently to meet targets
- Have high expectations of themselves and of pupils

This is not exhaustive.

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy

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About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

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Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.



Astrea Talent Programme

We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.

Leaders have created a truly inclusive school. Pupils say that they are 'united through diversity'. They know the importance of being respectful to each other. Pupils feel safe at school. Teachers are kind and take the time to speak to them if pupils are worried. (Ofsted, 2022)

Here at Astrea Academy Trust we know that diversity fosters creativity and innovation. We are committed to developing and retaining a workforce that is representative of the diverse communities that we serve. We are committed to equality of opportunity, to being fair and inclusive and building our culture of belonging. We therefore particularly encourage applications from candidates who are likely to be underrepresented in Astrea's workforce. These include people from Black, Asian and minority ethnic backgrounds, disabled people, LGBTQI+ people, and men.

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