



Meridian
Trust



HLTA- Therapeutic Thinking The Harbour School

Application Pack

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Valuing People



High Quality
Learning
Environment



Pursuit of
Excellence



Extending the
Boundaries of
Learning



Achievement
for all

Welcome from our Principal, Lise Sugden

Dear applicant,

Thank you for your interest in the position of HLTA -Therapeutic Thinking, working at The Harbour School which is part of the Meridian Trust family of schools.

The Harbour School currently caters for boys from 5-16 years who have an Education, Health and Care plan (EHCP) for social, emotional and mental health needs. We currently have 100 pupils on roll who attend from all over the Cambridgeshire area and sometimes from outside the county. Our school is situated in rural Cambridgeshire. The generous grounds, including the wooded area and pond, are fully utilised through enrichment activities throughout the school day.

Meridian Trust is one of the highest performing academy groups in the country and the largest in the area we have defined. We are committed to high quality professional development and career opportunities for all staff. We strive

to work at the heart of all of the communities we work with. This role will inevitably involve a considerable amount of partnership working within the trust to search out great practice to ensure wonderful opportunities for our young people.

It is essential for the successful candidate to have a strong passion for working within an SEMH school, having the drive to bring out the best in all the children attending the school and ensuring it is an enjoyable, positive experience for all bringing as many opportunities as possible to the students.

This will be an exciting and very rewarding role and we look forward to receiving your application.

If you would like an informal discussion about working for Meridian Trust or about this role, please contact:

Lise Sugden

lsugden@theharbour.academy



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Welcome from our CEO, Mark Woods



Thank you for your interest in joining the Meridian Trust family.

The success and growth of our Trust has been based on remaining focused on some critical principles:

- Every child is known, equally valued and supported to achieve their potential in all our academies. Every community we serve benefits from the facilities and services we provide.
- Our staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported.

- We ensure that well-run schools retain and develop their distinct contextual identity, while sharing and contributing to our common values, practices, curriculum approaches and operational systems

Since 2011, thanks to the fantastic work of our staff, our Trust has grown from 1 to 30 academies whilst retaining our focus on working within an area that enables easy movement between our schools. From first developing an application in 2007 to open schools in the new town of Northstowe, we have been committed to the vision of being an all-through and all-inclusive Trust. Our Trust currently consists of 14 primary schools, 13 secondary schools and 3 special schools. We are also currently developing 3 free school projects within our region.

Meridian also plays a key role in the wider development of education in the region. We are the home to the Cambridge and Peterborough Teaching School Hub and operate a vibrant Initial Teaching Training provider that trains upwards of 100 teachers annually. In addition, our commitment to the local community as an extension of our village college ethos means that we host a range of activity in our schools, including providing leisure and educational opportunities.

If being part of a dynamic, compassionate and dedicated group who believe we can really improve young people's life chances and opportunities by working together appeals to you, we very much look forward to receiving your application.



A Brief History

Meridian Trust, formerly known as Cambridge Meridian Academies Trust (CMAT), is a values-led Trust and has risen to be one of the highest performing academy groups in the country. Our Trust was first formed as an educational trust to create a federation of schools in 2006 with a desire to provide high quality and dynamic education for everyone, right in the heart of our community. Through various government policies, our commitment to collaboration has remained consistent.

Meridian Trust was formed in 2011 to deliver more widely on that clear vision to provide high quality and dynamic education for all at the heart of the communities we serve. Our steady growth since then reflects our commitment to the communities we serve and our track record of success. The period since 2018 has seen an increase in speed of growth as many long term projects matured and our relationship with Sharnbrook Academy Federation emerged.

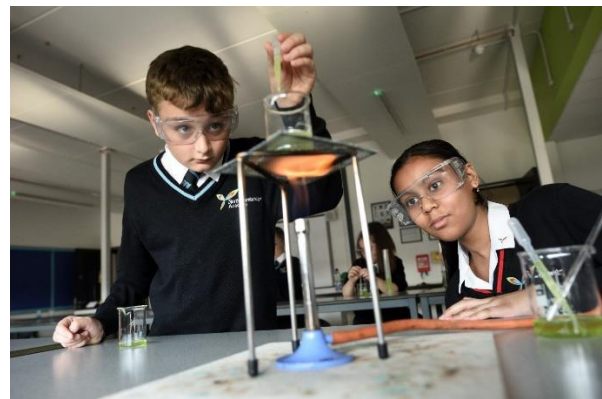
We are currently a family of 30 academies (including 14 primary, 3 special and 13 secondary schools). The secondary schools include a University Technology College, an Upper School, four 11-16 schools and six 11-18 schools. We also have 2 new secondary free schools in development. All within 20 miles of Cambridge and Peterborough and the main communication routes between. We merged with Cambridge Primary Education Trust to become the Meridian Trust in April 2022. In addition to operating schools, we are the home of the Cambridgeshire and Peterborough Teaching School Hub, and train more than 150 new teachers each year through Meridian Trust ITT. We retain a strong commitment to growing and

supporting staff throughout their training and career development. We have a proven track record of school improvement and transforming the lives of children and young people over the last 10 years.

Students thrive in Meridian Trust academies as a result of the implementation of our values, our successful and proven systems and our commitment to valuing people. We are among the highest performing multi-academy trusts in the country for student progress. Our academies are well-run and our staff benefit from excellent access to professional development.

Our commitment to the education system goes beyond just our own academies. We operate 'The Cambridge Partnership', one of the largest initial teacher training providers in the country which has recently merged with the SAF ITT, and 'Leadership East' these further strengthen our capacity and commitment to professional development. We also provide support through various SLAs to a number of other trusts and academies.

As a strong, regional multi-academy trust we currently operate schools across Bedfordshire, Cambridgeshire, Lincolnshire, Peterborough, and Northamptonshire. We are proud to have strong partnerships within all these communities.



Trust Vision, Mission and Values

Our values and who we are:

Meridian Trust is a successful multi-academy trust founded on its commitment to people and communities.

Our proven approach over more than a decade has elevated us to a respected and admired academy trust, a national leader in education and a source of great pride to the communities we serve.

Every child is known, equally valued and supported to achieve their potential in all our academies. Every community we serve benefits from the facilities and services we provide.

Our staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported.

We ensure that well-run schools retain and develop their distinct contextual identity, while sharing and contributing to Meridian Trust values, practices, curriculum approaches and operational systems.

Our Vision:

High-quality educational provision for all at the heart of local communities.

Our Mission:

To deliver, promote and inspire high quality educational provision in schools at the heart of their local communities so that:

- Young people become successful learners and confident, empowered individuals;

- Young people are encouraged to think for themselves and act for others, equipping them with the values, attributes, knowledge and skills to make a rewarding contribution to society;
- Every school is a hub for community activities, a centre for extended services and a source of immense pride for students, their families, and other local stakeholders;
- Our staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported;
- Well-run schools retain and develop their distinct contextual identity while sharing and contributing to the Meridian Trust values, practices, curriculum approaches and operational systems.

The enactment of our values for staff:

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Valuing People | Engaged, developed, supported, and consulted. |
| 
High Quality Learning Environment | Experts who strive for continual development. Collaborative networks, trusted to deliver. |
| 
Pursuit of Excellence | Set ambitious goals and model what success looks like. Eager to improve. |
| 
Extending the Boundaries of Learning | Make connections, provide opportunities. Generous and sharing of knowledge and expertise. |
| 
Achievement for all | Are accountable for the outcomes we contribute towards and strive for the very best. |

Why work for us

Meridian Trust aims to be the employer of choice for the communities we serve. Since 2010 we have nurtured and developed the careers of many people. You can read about some of those journeys in the 'Meridian Trust People' section of this website. We are committed to making a difference to young people's lives and the communities we serve. Help us make our mission a reality.

Benefits:

As a multi-academy trust of 30 schools, Meridian Trust can provide a wide network of opportunities for collaboration and career development for both teaching and support staff. With an initial teaching training facility and a teaching hub network within our Trust, there are ample opportunities to both, get into teaching, and develop within the profession.

- As well as the above we also offer:
- Unlimited access to CPD via Meridian Learning
- Free annual eye tests
- Access to a free Employee Assistance Programme, offering mental health and wellbeing support
- Unlimited value cycle to work scheme

To see the full range of benefits available, please visit [Employee Benefits - Meridian Trust](#)



How to apply

To apply please complete the online form on MyNewTerm. Your supporting statement should address and evidence the selection criteria detailed in the Person Specification.

Closing Date: 10.01.2025 midday

Interviews: date to be confirmed

Applying:

For any questions about the application process please contact:

Email: cgrimes@theharbour.academy

Meridian Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to satisfactory pre-employment checks including enhanced DBS disclosure.

We are committed to diversity & inclusion and equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, race, religion or belief and marriage and civil partnerships.

Meridian Trust is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure and

barring service check. We expect all adults who work for the Trust to share our commitment to safeguarding and the health and wellbeing of our students.



JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title:	Higher Level Teaching Assistant - Therapeutic Thinking
JD Reference:	STD TA 04
School/Academy:	The Harbour School
Weeks:	39 Weeks- term time plus training days
Hours of work:	32.5 Hours
Salary:	Level 4 Grade 7 point 12-19
Responsible to:	Principal/ SLT

Role:	To support the teaching of students
Purpose of job:	To complement the professional work of Teachers and Headteacher by leading and delivering learning objectives to children and young people as directed

Responsibilities and Accountabilities:

HLTA – Therapeutic Thinking

ROLE:

To complement the professional work of Teachers and Assistant Heads by leading and delivering learning objectives to children and young people as directed.

Developed by Angela Wadham, 'Therapeutic Thinking' is a therapeutic thinking and trauma-informed approach to behaviour management for all educational settings (mainstream, special, pre-school, primary, secondary and further education), grounded in evidence-based research, and founded on the ethos that "You can't teach children to behave better by making them feel worse. When children feel better, they behave better." (Pam Leo).



Main Responsibilities, Tasks and Duties:

The 'Therapeutic Thinking' practitioners' main role is to provide support for staff and children with identified behaviours that challenge. The 'Therapeutic Thinking' practitioner will prioritise the pro-social feelings of everyone within a dynamic. This means understanding the feelings and thoughts behind behaviour and considering the effect it has on all individuals' experiences and emotions within a particular group. Comprehending and working with this results in long-term change of behaviour, rather than suppressing or punishing it. This will include leading training for staff, supporting the development of the 'Therapeutic Thinking' process including anxiety mapping and risk reduction planning.

Support for Students:

- Assess the needs of students using detailed knowledge and specialist skills to support learning and establish productive working relationships with students, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all students within the classroom whilst supporting students consistently, recognizing and responding to individual needs. Post holder to encourage students to interact and work co-operatively with others and engage all students in activities
- Promote independence and employ strategies to recognize and reward achievement of self-reliance, such as providing feedback to students in relation to progress and achievement

Support for Teachers:

- Organise and manage appropriate learning environment and resources, including teaching and learning objectives as planned by the Class Teacher Evaluate and adjust lessons/work plans as appropriate within an agreed system of supervision
- Monitor and evaluate student responses to learning activities through a range of strategies against pre-determined learning objectives. Providing objective and accurate feedback to the Class Teacher as required
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Produce lesson plans, worksheet plans etc and administer and assess/mark tests and invigilate exams/tests

Support for the Curriculum:

- Deliver learning activities to students within agreed system of supervision, adjusting activities according to student responses/needs whilst also delivering local and national learning strategies
- Make effective use of opportunities provided by other learning activities to support the development of student's skills. The post holder should use ICT effectively to support learning activities to develop students' competence and independence in its use
- Prepare prescribed resources following teaching planning, that is necessary to lead learning activities, taking account of students' interests and language/cultural backgrounds

Support for the School:

- Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting concerns to an appropriate person
- Be aware of and support differences to ensure all students have equal access to learning opportunities, contributing to the overall ethos/work/aims of the school
- Recognise own strengths and areas of expertise and use these to advise other Teaching Assistants

Support for School/Academy/Place of work:

- Participate in staff events by arrangement
- Attend Staff Meetings
- Contribute and participate in Trust events and activities where possible
- Develop and maintain effective working relationships with other staff and parents/carers
- Adhere to the Trust values
- Follow school policies, practices, and procedures

Data security:

- Act in accordance with legal provisions regulating confidentiality and security of data and information in accordance with GDPR regulations

Health and Safety:

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions
- Co-operate with the Trust on all issues to do with Health, Safety & Welfare
- Contribute to the maintenance of a safe and healthy environment
- Work / operate all equipment with Health and Safety & Welfare

Continuing Professional Development:

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to school/academy/place of work efficiency, which may lead to improvements in the day-to-day running of the Trust
- Undertake any necessary and identified professional development taking full advantage of any relevant training and development available, particularly when related to the use of ICT, for data management and record keeping
- Maintain a professional portfolio of evidence to support the Performance Management process – evaluating and improving own practice

Child Protection and Safeguarding

- The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder also has an implicit duty to promote the welfare of all children and young people
- Inform the Child Protection Officer of any issues relating to the safety and well-being of students

The post holder will undertake any other duties commensurate with the grade of the post, in consultation with line manager

This job description is subject to review and may be changed following consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

All staff will be subject to an enhanced check with the Disclosure & Barring Service.

Updated: January 2022



Person Specification Teaching Assistant – Higher Level	Assessment Key: A = Application Form I = Interview
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Education and Qualification		Essential	Desirable	Assessment
1	Good educational background with GCSE or equivalent in English Language and Maths	✓		A
2	Level 3 or above Teaching Assistant qualification or willingness to work towards this		✓	A
Experience		Essential	Desirable	Assessment
3	Experience of supporting children in a classroom environment, including those with a range of learning needs or challenging behaviour		✓	A/I
4	Experience of working with children across all key stages with evidence of having achieved successful pupil outcomes		✓	A/I
5	Experience of working closely with parents in successful home-school partnerships that support pupils' needs		✓	A/I
Knowledge and understanding		Essential	Desirable	Assessment
6	Understanding of the education system	✓		A/I
7	A good knowledge of the SEND Code of Practice		✓	A/I
8	Understanding of how children learn	✓		A/I
9	Understanding of phonics, numeracy, and literacy development	✓		I
10	A sound grasp of the concept of inclusive practice	✓		I
11	Knowledge of the concept of confidentiality	✓		I
12	Awareness of child protection issues	✓		I
13	First aid certificate		✓	A

Skills and abilities		Essential	Desirable	Assessment
14	Skilled at making and sustaining positive relationships with children	✓		I
15	Skilled at developing children's self-esteem and motivation so that they become resilient, independent learners	✓		I
16	Able to work closely with pupils who are finding learning difficult, or those who have experienced a feeling of failure	✓		I
17	Capable of planning intervention work, assessing the needs and achievements of children and maintaining appropriate records	✓		I
18	Excellent written and oral communication skills	✓		I
19	Ability to contribute to team meetings and contribute ideas	✓		I
Personal Qualities		Essential	Desirable	Assessment
20	Willingness to undergo further training and development	✓		I
21	Positive and enthusiastic approach towards work	✓		I
22	Ability to act on own initiative	✓		I
23	Kindness and empathy towards students and colleagues	✓		I
24	Ability to work as part of a team effectively	✓		I
Child Protection		Essential	Desirable	Assessment
25	Support the Academy policies on safeguarding and child protection	✓		A/I
Other		Essential	Desirable	Assessment
26	Flexibility of working hours	✓		A/I