



The Langley Academy

Higher Level Teaching Assistant (HLTA) HRB

Berkshire



Contents

Thank you for your interest in our HLTA HRB post at The Langley Academy Secondary and The Arbib Education Trust.

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- The job descriptions and person specifications

We hope that you find the pack informative and useful. If you do have any further questions, then please contact The Arbib Education Trust via the details below:

Tara Mackay

tara.mackay@langleyacademy.org

01753 214474

If you wish to visit the academy prior to application then please contact Tara Mackay
tara.mackay@langleyacademy.org

You can also visit our Trust website at
www.arbibeducationtrust.org

Please take the time to review our Child Protection Policy:
[http://www.langleyacademytrust.org/documents/policies/trust/ChildProtectionPolicy\(TLAT\)\(February2017\).pdf](http://www.langleyacademytrust.org/documents/policies/trust/ChildProtectionPolicy(TLAT)(February2017).pdf)

Dear Applicant

Thank you for your interest in The Langley Academy and the **HLTA HRB (hearing Resource Base)** post. This is an exciting opportunity to join our very vibrant school community and work in a beautiful setting.

We are looking for someone who is highly committed, motivated, and resilient with a clear vision for the role. We need an individual who will contribute to the Academy's vision for the future, playing a pivotal role in going the extra mile to ensure that all students and staff achieve their very best.

At the Academy, we believe that students come to school to learn and achieve in order to live full and enriching lives. We want to empower them to contribute positively to their family, the community and the wider world. The staff, governors and trustees work hard together, along with parents and carers, to ensure that each of our students leave with a set of results of which they can be proud.

We place a strong emphasis on developing students' confidence through opportunities in and beyond the classroom so that they can develop their personal and academic interests. Teachers and support staff seek to meet the needs of all within a rich and balanced curriculum, underpinned by our strapline of Curiosity, Exploration and Discovery. In return, we expect all students to be fully prepared and active participants in their learning. An agreed and established set of ground rules based on respect allows everyone to get the best from lessons, activities and unstructured time.

We also believe in lifelong learning and dedicate time and resources to ensure high quality professional development is available to all. The staff are very enthusiastic and would warmly welcome all teachers with a passion for learning. Please come and visit the academy to truly understand what we are aiming to achieve and whether you would like to be a part of our journey.

Yours sincerely

A handwritten signature in black ink, appearing to read 'alison lusuardi', written in a cursive style.

Alison Lusuardi
Headteacher of The Langley Academy

Dear Applicant

I am delighted that you are showing an interest in the **HLTA HRB (Hearing Resource Base)** position here at The Arbib Education Trust. I want to set out the reasons why we think it is so exciting. The Multi-Academy Trust (MAT) encompasses The Langley Academy Secondary, The Langley Academy Primary and The Langley Heritage Primary. Our vision is to ensure we provide an outstanding education for every child in the Trust through high aspirations and quality learning through curiosity, exploration and discovery. By 2021, when The Langley Academy Primary has a full complement of year groups, we will have approximately 2,500 students and 350 staff working in the Trust.

We are looking for someone who wishes to be part of this vision. The Trust is in its fifth year and therefore very much still in its infancy and the continued development of an appropriate infrastructure is vital if we are to meet our strategic objectives. The post holder for this position will provide robust, reflective, informed and high-quality support to ensure we provide an outstanding education for every child across our Trust.

As a Trust we are always looking to maximise opportunities to support every child in the Trust and part of that strategy is to consider MAT growth. It may well be that we do grow as a Trust and this role would have every opportunity to develop alongside that growth which we believe is very exciting. We would be able to discuss this further at interview.

Both Primaries will be the main feeder schools with right of entry as part of the admissions policy. This means that the curriculum, assessment and pedagogy will be developed as a Trust to ensure our young people make rapid progress throughout.

One of the greatest qualities of the Trust is the Sponsors. Having worked with them since my appointment as Principal of The Langley Academy in April 2012, I cannot praise them highly enough. Annabel Nicoll as the Sponsor has boundless energy and enthusiasm all directed at giving youngsters a better life. As a result of her work, students here have quite simply been afforded opportunities that many young people elsewhere in the country just would not get. The successful applicant will be able to draw on this support and networking opportunity to develop their own career and importantly contribute towards bettering education for the young people across the Trust.

We are aspirational and want to be the best MAT in the country with each school rated outstanding as soon as possible. We believe the economies of scale, the cross-phase opportunities for students and staff development, the ability to respond to each other's needs quickly and the 'can do' approach to everything we do, will make the working environment extremely exciting. Please apply if you understand what we are trying to achieve and you would like to be a part of our journey.

Yours sincerely



Rhodri Bryant
Executive Principal

About the Sponsor and the Trust

The Annabel Arbib Foundation is a registered charity (number 296358) that supports the philanthropy of Sir Martyn Arbib and his daughter Annabel Nicoll. Sir Martyn set up the Henley-on-Thames based Perpetual Investment business in 1974 and established the Arbib Foundation in 1987. The Foundation has provided charitable donations and financial support to organisations and causes around the UK, with a focus on the Thames Valley. Sir Martyn Arbib, and the Foundation, took a leading role in establishing the River & Rowing Museum in Henley-on-Thames that opened in 1998 and attracts over 100,000 visitors per year. The Annabel Arbib Foundation continues to be the main sponsor of the educational side of the museum.

The principal beneficiary of the Annabel Arbib Foundation is The Arbib Education Trust in Slough. The Annabel Arbib Foundation is the sponsor of The Langley Academy Trust, which comprises The Langley Academy, The Langley Heritage Primary and The Langley Academy Primary. Annabel Nicoll is Sponsor at The Arbib Education Trust

In 2015 Sir Martyn Arbib retired as Chairman of The Arbib Foundation and his daughter Annabel took up the Chair and uses the Foundation, which has been renamed The Annabel Arbib Foundation, to support her own philanthropy continuing the focus on The Arbib Education Trust

The Arbib Education Trust is a unique Trust that serves the young people of Langley, Slough and further afield. Our Trustees are a Board of interesting and experienced professionals who bring energy, enthusiasm and wisdom to their role. They share the ambitions of the Trust senior leaders to achieve the best possible outcomes for all children and students within the Trust.

The Langley Academy Primary is a three-form entry Free-School, sponsored by The Arbib Education Trust. It opened in September 2015 with 90 very excited Reception children and parents; the intake will grow year on year until it reaches capacity of 630 children in September 2021.

The Trust's strong vision, high aspirations and determination to succeed in providing an outstanding education for children in the community are clearly evident throughout The Langley Academy Primary's positive learning environment. Our supportive ethos, child-centred approach, rich curriculum based on first-hand experiences have ensured children are confident, independent learners, displaying Curiosity, Exploration and Discovery.

Although still in our early days, we have received very positive feedback from a DfE monitoring visit and the Local Authority Early Years Team. The visits confirmed the Trust's review of the school and highlighted that the likely judgment in any future Ofsted inspection would be outstanding. This was shown to be accurate, when, during our first Ofsted inspection in July 2018, we achieved an outstanding judgement:

"There are four key factors that contribute towards making teaching outstanding at this school. Firstly, teachers know every pupil well as an individual. Secondly, teachers have the very highest expectations of what can be achieved. Thirdly, teachers understand how young pupils learn best and, finally, teachers have excellent subject knowledge."

Throughout our growth period, under the guidance of The Trust and by working closely with The Langley Heritage Primary, The Langley Academy Primary looks forward to shaping a new 21st Century Educational Experience.

The Langley Heritage Primary was a popular school with recently modernised buildings that converted to a sponsored Academy within The Arbib Education Trust in September 2014.

The Langley Heritage Primary caters for children between the ages of 3 and 11 years. The school was originally built in 1952 as a separate Infant and Junior School. The two schools were amalgamated in 1987 under one Headteacher. Major works were undertaken to enlarge its buildings following an expansion to a three- form entry school in 2009. The school has 635 children on roll plus a part time 39 fte Nursery provision.

The pupils come from diverse ethnic backgrounds which is typical for Slough, with the major groups being White British, Indian and Pakistani. There are smaller proportions of pupils from a wide range of other minority ethnic groups including Eastern European as well as a small group of Traveller children. The proportion of pupils with learning difficulties and/or disabilities is average. Just over a third of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is average. There is a breakfast and an after-school club.

Every child who attends The Langley Heritage Primary is viewed as unique and treated as such. Children are encouraged to become independent thinkers with a love for life and learning Their enthusiasm is stimulated by dedicated staff members who share the ambitions of The Langley Academy Trust to motivate the pupils to be inquisitive and thoughtful learners who will go on to success at Secondary School and beyond.

The Langley Heritage Primary has developed holistically since it joined the Trust in September 2014. The curriculum has been honed to reflect the learning needs of the children and the strengths of the staff. The wider curriculum is under review with both The Langley Academy Primary and The Langley Heritage Primary embarking on an exciting journey over the next six years to map a new Primary curriculum and educational direction for the children encompassing first hand experiences, based on a thematic approach to learning and linked to visits and journeys and encompassing Museum Learning.

The Langley Academy Secondary is housed in an iconic building, it specialises in Science, pioneers the use of museum learning and aims to become a centre of excellence for sports, notably rowing and cricket. We have won our first rowing competition on the water and we have several National and European indoor champions. We are the only state school that runs an MCC Foundation Hub to spot cricket talent in Slough. At the heart of our vision, The Langley Academy aims for the highest achievement for all and to provide a welcoming, imaginative and creative environment which enriches the lives of all involved. You will see this in our building. We aspire to instil traditional values and promote respect for other beliefs. The Academy strives to be at the forefront of Science education and has developed links with national and regional museums to add an external dimension to learning. We are proud of what we and our students have achieved and we are confident that we will continue to achieve high standards for all our students and our local community.

In our most recent Ofsted inspection, in November 2017, we were rated as good and improving. Highlights from the report include:

“Governors and leaders actively promote the vision through fostering a shared love of learning together with high aspirations for all pupils.”

As one parent commented: 'My son and daughter have both made spectacular progress under the guidance of passionate teachers ...The leadership team, along with the staff, are an absolute asset to the school community and in helping shape the next generation of learners.'

'Morale is high and staff recognise that the school is improving. Pupils and sixth formers confidently welcome visitors and are proud to share their work and enjoy working with their teachers. There is a sense of pride, both in The Langley Academy and in the outcomes pupils achieve, that is shared between staff, governors, trustees and pupils.'

Our results are strong. At Key stage 4 we achieved 63% good passes (4+) in English and Maths with a Progress 8 score of +.23. KS5 results dipped last year but we anticipate a return to previous high standards this summer. A growing number of our leavers move on to university and we were very proud to have our first student take a place at Oxford this academic year. You will be able to find out more about our results and trends if you are invited to interview.

Benefits of working across the Trust:

- We have a Wellbeing Group who meet on a regular basis. The group consists of teaching and non-teaching staff. Staff Wellbeing is very important to us.
- Access to a wide range of discounts and savings through a partnership with Sodexo. This entitles you to discounts available at cinemas, days out, holidays, 6 major supermarkets, 100+ high street chains, DIY stores, 26 restaurant chains and 42 entertainment venues. You will have access to instant offers, reloadable cards and e-vouchers.
- Benenden healthcare at a reduced rate with a Trust contribution. This complements the NHS by offering you speedy access to private healthcare when you're facing a wait. If waiting lists are over three weeks for diagnostic tests or five weeks for treatment/surgery then you have access to private facilities. There is also 24/7 GP access over the telephone and through eConsultations.
- A subsidised Christmas Party is offered to all staff across the Trust.
- Flu vaccinations are offered every autumn to all staff across the Trust.
- A very strong Behaviour for Learning Policy in place supports staff. Poor behaviour is not tolerated.
- We have a generous Staff Absence Policy that reflects strong staff attendance and a can-do attitude.
- Enhanced sick pay arrangements.
- Free car parking.
- Working in a very modern environment.
- Lunch provided for staff on INSET days.
- School place for your child with 2 years' service within the Trust
- Access to a weekly CPD programme that includes various Leadership programmes e.g. Across the Trust, NPQH, NPQSL, NPQML
- PPA periods are on timetables and cannot be used for cover purposes.
- We have Cover Supervisors reducing the amount of cover required by teachers.
- A generous contribution is made towards pensions.
- Access to regular CPD including NVQ
- Membership to local government pension scheme

HLTA (Higher Level Teacher Assistant)

HRB (Hearing Resource Base)

Job description

Post held

Higher Level Teaching Assistant - HRB

Salary/Grade

L5a

Purpose of the job

To undertake, under the direction of the Teacher of the Deaf, training and support of a team of Learning Support Assistants, and provide specialist support to Hearing impaired children.

To provide specialist HLTA support within the HRB

Reporting to

Teacher of Deaf (Head of the hearing recourse base)

Liaising with

SENDSCO, Teacher of Deaf, LSA's, Faculties and leadership

KEY FUNCTIONS

- To be responsible for the management and development of a specialist area within the Academy and the management of other Learning Support Assistants, including allocation and monitoring of work, appraisal and training.
- 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 individuals/groups or, short term, for whole classes as well as monitoring students and assessing, recording and reporting on students' achievement, progress and development.

SPECIFIC RESPONSIBILITIES

The main responsibilities of the post are to:

- Effectively be able to manage hearing equipment of all HRB students, of both cochlear implant and hearing aid wearers
- deliver specialist 1:1 teaching and support interventions for KS3 and KS4 hearing impaired pupils using a variety of techniques and skills
- lead and manage, as directed by the HRB, a team of LSAs ensuring that they carry out their duties effectively and efficiently
- support the learning within the HRB by taking responsibility for agreed learning activities including taking groups and classes
- set appropriate cover in the absence of a LSA within the HRB
- within an agreed system of supervision, plan and deliver challenging teaching and learning activities and to evaluate and adjust lessons/work plans as appropriate
- use ICT effectively to support learning activities and develop students' competence and independence in its use
- select and prepare resources necessary to lead learning activities, taking account of students' interests and language, cultural background, learning needs, and hearing needs
- monitor and evaluate the needs of students and use detailed knowledge and specialist skills to support students' learning
- establish productive working relationships with students, acting as a role model and setting high expectations
- develop, implement and review IEPs together with HRB team
- be part of parental and student meetings such as annual reviews
- promote the inclusion and acceptance of all hearing impaired students within the classroom
- encourage students to interact and work co-operatively with others and engage all students in activities
- promote student independence
- play a leading role in supporting the HRB, Headteacher and other staff as required in the development of literacy across the curriculum, working with staff and students as needed
- provide objective and accurate feedback and reports, as required, on student achievement, progress and other matters, ensuring the availability of appropriate evidence
- work within the positive discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- support the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on student progress/achievement etc
- advise on appropriate deployment and use of specialist aid/resources/equipment to the whole wider school community

GENERIC RESPONSIBILITIES:

- 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 Academy

- establish constructive relationships and communication with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students
- deliver out of class learning as agreed within guidelines established by the Academy
- liaise between manager's/teaching staff and LSAs. Hold regular team meetings with LSAs
- undertake appraisal/training/mentoring for other learning support assistants
- take part in the duty programme at breaks and lunchtimes
- attend and participate in regular meetings and participate in training and other learning activities, as required
- actively support and participate in the museum learning programme
- participate in and support the performance management policy
- undertake other tasks as reasonably required by the Executive Principal

Person Specification

| Qualifications and experience | Essential | Desirable |
|---|-----------|-----------|
| HLTA HRB will be able to demonstrate the competencies identified for Teaching Assistants Level 4 and, in addition will be: | | |
| NVQ Level 3, STAC or an equivalent qualification | | ✓ |
| Management qualification e.g. CMS is desirable | | ✓ |
| Individuals have experience of work with children with a hearing impairment and are willing to work towards an accredited qualification in this area. | ✓ | |
| Individual holds a accredited qualification in working with children with a hearing impairment | | ✓ |

| | Essential | Desirable |
|--|-----------|-----------|
| Able to deliver learning activities to small and larger groups of pupils | ✓ | |
| Able to use and manage Hearing Impairment equipment, such as radio aid and microphones | ✓ | |
| Able to differentiate learning activities | ✓ | |
| Able to report on the monitoring and assessment of student's work | ✓ | |
| Able to plan the deployment of the TA team | ✓ | |
| Able to lead, manage and motivate people | ✓ | |
| Able to demonstrate supervisory skills | | ✓ |
| Able to use coaching and mentoring skills to develop others | | ✓ |
| Able to work effectively with teaching professionals | ✓ | |
| Able to plan and organise at a high level | ✓ | |
| Able to use administrative procedures and ICT effectively | ✓ | |

| Personal Qualities and Skills | Essential | Desirable |
|---|-----------|-----------|
| Ideally, we are looking for someone: | | |
| Person of integrity | ✓ | |
| Ability to maintain confidentiality | ✓ | |
| Ability to remain impartial | ✓ | |
| Is sympathetic to the needs of the school community | ✓ | |

| | | |
|---|-----------------------|------------------|
| Have an openness to learning and change | ✓ | |
| Have a positive attitude to personal development and training | ✓ | |
| Have good interpersonal skills | ✓ | |
| Is a good role model for students | ✓ | |
| Has passion and believes that every student can succeed | ✓ | |
| Is energetic, creative and enthusiastic | ✓ | |
| Is co-operative, flexible and responsible | ✓ | |
| Is reliable, well organised and committed to high standards | ✓ | |
| Is patient, optimistic and has a fantastic sense of humour | ✓ | |
| Is able to prioritise | ✓ | |
| Is punctual, with a smart appearance | ✓ | |
| Safeguarding | Essential | Desirable |
| Staff uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by; <ul style="list-style-type: none"> treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard to the need to safeguard students' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others not undermining fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law | ✓ ✓ ✓ ✓ ✓ | |
| Staff must have a proper and professional regard for the ethos, policies and practice of the academy and maintain high standards in their own attendance and punctuality | ✓ | |
| Staff must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities | ✓ | |

| | | |
|---|------------------|------------------|
| Health and Safety | Essential | Desirable |
| Be familiar with and adhere to relevant parts of the Academy's Health and Safety policy | ✓ | |
| Promote and safeguard the welfare of children and young people you are responsible for or come into contact with | ✓ | |
| Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person | ✓ | |

How to apply:

Please complete the online application form which can be found at:

<https://langleyacademy.careers.eteach.com/>

If you have any queries about the role or would like to arrange a visit to the school, please don't hesitate to contact Tara Mackay, PA to Executive Principal and HR Assistant on 01753 214468 or email

tara.mackay@langleyacademy.org.

References will be sought when we shortlist. Your application will be treated in the strictest confidence

The Arbib Foundation and The Arbib Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to Funding Agreement and subject to pre-employment checks. References will be sought and successful candidates will need to undertake an enhanced Disclosure & Barring Service (DBS) check. LAT is an equal opportunities employer.