



Thornhill
Academy

Enriching Lives, Inspiring Ambitions

RECRUITMENT PACK

Higher Level Teaching Assistant
(SEMH)



Consilium
Academies

Enriching Lives, Inspiring Ambitions

Welcome from the CEO

Dear Candidate,

Thank you for your interest in the position of Higher Level Teaching Assistant (SEMH) at Consilium Academies.

At Consilium, we believe in enriching lives and inspiring ambitions through:

- Partnerships
- Opportunity
- Integrity
- Excellence
- Equity
- Being people-centred

We believe in the unique value of each individual – whether that be staff or student – and are dedicated to ensuring each member of our Trust achieves their full potential. As a result of this, we work collaboratively with our stakeholders and external organisations to foster relationships that will enhance opportunities for all our members across the Trust.

At Consilium we're people centred, and want everyone in our Trust, whether teaching or support staff to have access to exceptional professional development. that's why we created our Centre for Professional Learning, which is available for every single colleague across the Trust. here, our colleagues have access to bespoke training opportunities and resources tailored specifically for their needs.

We believe every student, no matter their background, is entitled to an excellent education with an equal opportunity to fulfil their potential. It is only through this vision that we can provide an environment where every pupil can thrive.

As part of our MAT, our Academies follow the collective aims of:

- Ensure everything we do has a focus on helping pupils achieve their potential academically, socially, and emotionally
- Instil a passion for life-long learning and continued improvement so our Academies, staff, and students can grasp their aspirations and ambitions
- Create a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed
- Ensure all stakeholders are seen as partners in our work with the communities we serve

Consilium Academies is going through a huge period of development with rapid growth and opportunities for all staff; I can't think of a better time to join us.



David Clayton
Chief Executive of Consilium Academies.

Welcome from the Headteacher

Dear Candidate,

Thank you for the interest in working at Thornhill Academy. I am immensely proud to be the Headteacher of this academy where all staff are committed to giving our pupils the education that will help them become the very best they can be. Our vision of Learn to Live, Live to Learn, aims to prepare pupils not just for today but tomorrow and life beyond school as we see learning to last a lifetime.

Thornhill provides excellent opportunities for children to develop as learners and grow as individuals. We offer a vibrant, exciting and inclusive all round education and preparation for life and we are justly proud of the great progress and high achievements our pupils make. We expect exemplary standards of behaviour and respect for all within our inclusive school community and strive to encourage a thirst for learning.

Thank you again for your interest, this is an exciting opportunity to work in a popular, successful and forward looking academy within a well-established department with excellent facilities.

I look forward to receiving your application.

Kind regards,

Mrs S Hamilton
Headteacher



About the Academy

Thornhill Academy is an 11 to 16 secondary academy, with 574 students and occupies a large site in close proximity to Sunderland City Centre. Thornhill offers students and staff rewarding and deeply engaging experiences, and supports them on their journey to become inspirational and reflective practitioners, improving life for all in our community.

At Thornhill we take pride in developing each individual pupil to achieve their potential and make a positive contribution to society. We provide a safe, happy and nurturing environment in which we challenge all to strive for personal accomplishment.

Our Aims are to create an environment in which all take responsibility for their actions, behaviour and learning; relishing challenges and learning from failures. We want to create a safe, supportive and happy working environment in which diversity is celebrated and pupils and staff thrive.

Thornhill Academy is a fantastic school and I believe it is our job to develop a lifelong passion for learning through high quality teaching which fosters curiosity and promotes independence. We are committed to recognising and developing the whole child: physically, emotionally, socially and intellectually, creating active and responsible citizens who lead a successful and fulfilling life.

Our young people tell us they are very happy here and we work closely with parents and carers to ensure a successful experience for all.

About the Trust

The Consilium Mission

"Enriching Lives, Inspiring Ambitions"

We are proud to be Consilium Academies, a Trust that believes in the unique value of each individual. Our vision, actions, and purpose are guided by this principle and a dedication to do all we can for the communities we serve.

We never put a ceiling on potential. Instead, we work with our Academies to provide high-quality education that is truly inclusive, giving every student the same opportunities to develop the skills and knowledge they need to thrive in life beyond the classroom.

We are committed to enriching the lives of all those involved in our Trust through an ambitious, student-centred approach to education.

Consilium Academies is a Multi-Academy Trust consisting of nine schools based across three hubs in Salford, South Yorkshire, and the North East of England.

We believe in inclusivity, both in the schools and communities we serve and are committed to working with our Academies to ensure our ethos is realised on a daily basis.

- The lives of our young people should be enriched by care, experience, and opportunity. This is achieved by;
- helping children and young people to succeed to their potential academically, socially, and emotionally;
- instilling a passion for lifelong love of learning and continued improvement so that our academies, staff, and students achieve their aspirations and ambitions;
- creating a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed;
- ensuring all stakeholders are seen as partners in our work within the communities we serve.

The Trust operates a Central Team led by our Chief Executive, David Clayton. The team provide direct services to our schools as well as Trust-level accountability, leadership, and management. We operate a strong partnership model and our partner schools are instrumental in the continual growth and development of our Trust. We work with our schools in a supportive way that does not detract from the individual identity of a school, instead allows them to grow and focus on student achievement and success.

WE ARE PROUD TO OFFER THE FOLLOWING STAFF BENEFITS:

- Pension with the Local Government Pension Scheme and Teachers Pension Scheme
- 33 days annual leave plus bank holidays for all support staff (pro-rated for part-time employees)
- 36 hour working week for all full-time support staff
- Automatic pay progression for all staff in line with their current grading structure
- Enhanced contractual sick pay in line with the Burgundy Book and Green Book
- Employee Assistance Program with access to counselling and CBT 24 hours a day, 7 days a week
- Access to an Occupational Health Provider
- Free membership to Perkbox. with hundreds of exclusive offers and discounts available online and in store at many shops, gyms, and restaurants
- An excellent Centre for Professional Learning for every member of staff; to help you perform as well as you can in your role, provide you with a sense of wellbeing at work and to help you reach your career aspirations

Centre for Professional Learning

The core driving force behind the Consilium Centre for Professional Learning is a desire to provide students with the best possible education, and the belief this can only be achieved if every colleague, regardless of role or career stage, has access to the high-quality professional development they deserve.

Every colleague, whether teaching or support staff, will be supported and developed through the professional development review process, which replaces traditional forms of performance management.

The professional development review process is focussed on the aspirations of the individual, ensuring that every colleague receives the support and development they deserve to achieve their own aspirations for their careers.

We believe our team of support staff are vital to ensure our schools are well-resourced, safe, compliant, and work as well as they can for the benefit of our students. In addition to the professional development review process, we commission and fund industry-standard qualifications for colleagues in support roles and are also able to support and fund teaching assistants, higher-level teaching assistants, and colleagues in student-facing pastoral and safeguarding roles, to qualify as teachers should they wish.

The Centre for Professional Learning works with and supports in-school leads for professional development to craft the best and most appropriate whole-school offers for their colleagues. We don't impose a central 'curriculum' for professional development, because the needs and priorities of each school are different.

However, we want to support each school to give due focus to whole-school priorities, with departmental training, middle leader training, and one-to-one development and coaching supporting fewer, more in-depth, whole-school messages.

All teaching staff will receive the following 'universal' offer from their school:

Regular whole-school training, driven by the school's priorities and the in-school professional development lead, with support from the Centre for Professional Learning. This will be designed with the context of the school in mind with subject-specific and individualised training to suit the career stage and expertise of specific teachers. Regular subject-specific training within subject teams. This will draw on the whole-school training and ensure it is considered through the lens of applicability to specific subjects, year groups, and classes.

Regular teacher-specific training. This will be owned and run by in-school teams, and may take the form of 1-to-1 instructional coaching or teacher learning communities, and is supported by the Centre for Professional Learning.

Access to the relevant subject and other networks across the Trust, according to their role within school

In addition to this 'universal' offer, all colleagues across the Trust, whether teaching or support staff, have access to bespoke programmes of CPD matched to their own aspirations for their career. We partner with external organisations to enhance our offer to staff, and will support staff with recognised qualifications where appropriate. We are keen to work with a range of partners who use the best available evidence to design rigorous professional development.

All Early Career Teachers (those in their Newly Qualified or Recently Qualified years) at Consilium Academies receive regular support from a mentor, regular instructional coaching, and regular training alongside their NQT or RQT cohort both within their school and across the Trust, with the opportunity to develop relationships with their peers across the Trust as part of our Early Career Teacher Networks.

We believe offering colleagues a strong induction to the teaching profession is of vital importance. We want to set our colleagues up for a long and successful career in education, and help them to provide the best experience possible for our students.

About the Role

Job Title: Higher Level Teaching Assistant (SEMH)

Start date: To be agreed

Hours: 36 hours per week, term time + 5 days

Contract: Permanent

Salary: Grade 6 (scale points 13 – 17), actual salary £20,190 – £21,853

Do you have the drive, passion and commitment to deliver outstanding support? This is an opportunity to join a dedicated team of staff at Thornhill Academy, part of Consilium Academies who are committed to providing the best possible education for our pupils.

We are seeking to appoint a talented and committed individual to join our Learning Support Department here at Thornhill Academy. The role of the Higher Level Teaching Assistant (SEMH) will be to provide support in addressing the needs of pupils who need particular help to overcome social, emotional and mental health barrier to learning. You will also have operational responsibilities for the learning support unit on a day to day basis.

The successful candidate should be supportive of the ethos and values of the school and have the ability to encourage and motivate our students. We are looking for someone with a sense of humour, who understands the importance of developing a positive culture in our organisation and has high expectations of their pupils.

If you feel you share our values, have the vision and drive for excellence and want to be part of an enthusiastic and dedicated team, committed to ensuring that students fulfil their potential, then we would like to hear from you.

We are keen to support your career not only within our academy but also across our group of academies that form Consilium Academies Trust.

The successful candidate will present the best possible example of professional standards to colleagues.

To apply please download and complete the attached application form. Please note we do not accept CV's. We ask that all completed application forms are sent to Nichola Luke at nichola.luke@consilium-at.com

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

The closing date for applications is Monday 1st November at 3pm

Interviews will take place the week beginning 8th November.

Consilium Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

Please note: If you have not been contacted within one week of the closing date please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered.



Job Description

Job Title: Higher Level Teaching Assistant (SEMH)

Reports to: Business Support Officer

Main purpose of the Role

Working under guidance: provide support in addressing the needs of pupils who need particular help to overcome social, emotional and mental health barriers to learning. To have operational responsibilities for the learning support unit on a day to day basis.

Core Responsibilities & Tasks

Support for the Pupils

- Provide pastoral support to pupils.
- To plan, deliver and assess intervention to groups of identified students to support social, emotional, mental health.
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.
- Attend to pupils' personal needs and provide advice to assist in their social, emotional and mental health development.
- Participate in comprehensive assessment of pupils to determine those in need of particular help.
- Assist the teacher with the development and implementation of Individual Education / Behaviour / Support / Mentoring plans.
- Support provision for pupils with special needs related to social, emotional, mental health and behaviour.
- Establish productive working relationships with pupils, acting as a role model.
- Develop 1:1 and small group mentoring arrangements with pupils and provide support for distressed pupils.
- Promote the speedy/effective transfer of pupils across phases/integration of those who have been absent.
- Provide information and advice to enable pupils to make choices about their own learning / behaviour / attendance.
- Challenge and motivate pupils, promote and reinforce self-esteem.
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
- Promote positive weekly home-school communication for key Learning Support Unit students
- Support the reviewing of reduced timetable students every 6 weeks.
- Work alongside English and literacy leads to deliver literacy intervention sessions and reading intervention to SEMH students.
- To track and monitor pupil progress.

Support for Teachers

- Support pupils' access to learning using appropriate strategies, resources etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording.
- Provide objective and accurate feedback and reports as required, to other staff on pupils achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.
- Assist in the development and implementation of appropriate behaviour management strategies.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
- Assist in the development, implementation and monitoring of systems relating to attendance and integration.
- Clerical/admin support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc. making phone calls etc.

Support for the Curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.

- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the schools.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Attend and participate in regular meetings.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Assist in the supervision, training and development of staff.
- Implement planned supervision of pupils out of school hours.
- Supervise pupils on visits, trips and out of school activities as required.

Corporate Responsibilities

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust
- To plan, monitor and review health and safety within areas of personal control
- To participate in the Trust's Professional Development Review process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues

Additional Notes

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust.

Person Specification

| Qualifications and CPD | Essential | Desirable |
|---|-----------|-----------|
| NVQ 3 for Teaching Assistants or equivalent qualification or experience. | X | |
| Where designated to work in a particular curriculum area, to work towards NVQ 2 in that subject area. | | X |
| Experience, Knowledge and Skills | Essential | Desirable |
| Experience of working with children of relevant age. | X | |
| Experience of working with pupils with additional needs. | | X |
| Experience of working with students with challenging behaviours. | X | |
| Experience of conducting SEND review meetings. | | X |
| Very good Numeracy/literacy skills (equivalent to NVQ 2 in English and Maths). | X | |
| Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation. | X | |
| Ability to relate well to children and adults. | X | |
| Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. | X | |
| Working knowledge of national curriculum and other relevant learning programmes. | X | |
| Understanding of principles of child development and learning processes and in particular, barriers to learning. | X | |
| Ability to plan effective actions for pupils at risk of underachieving. | X | |
| Full understanding of the range of support services/providers. | | X |
| Ability to self-evaluate learning needs and actively seek learning opportunities. | X | |
| Personal Attributes | Essential | Desirable |
| Able to form and maintain appropriate relationships and personal boundaries with children and young people | X | |
| Emotional resilience in working with challenging behaviours | X | |
| Positive attitude and authority in maintaining discipline within both the practical and classroom environment | X | |
| English Fluency | Essential | Desirable |
| Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English by a recognized institution abroad | X | |
| Passing an English spoken language competency test or possessing a relevant spoken English qualification at CEFR Level B1 or above, taught in English by a recognised institution abroad. | | X |