

Cambridge
Park Academy



Character - Preparation - Achievement



Higher Level Teaching Assistant L1 – Outreach Practitioner
Vacancy Information



HumberEducationTrust

Where everybody counts, every moment matters.

We are Humber Education Trust.



Humber Education Trust’s vision is to develop a high performing Multi Academy Trust that delivers the very best educational experience for all children and young people.

We will grow, develop, support and improve our schools across the Trust, with a clear focus on raising standards, encouraging innovation and strengthening the ethos of the Trust to ensure that we have a positive impact on all of the children and young people within the Trust.

As a partnership, our strength lies in a common purpose: high aspirations, moral values, care and support; yet celebrates our individual uniqueness. As a trust, we will drive these aims further and faster for the benefit of our pupils and our communities.

Humber Education Trust is also recognised by the DfE as an Academy Sponsor. This means that through the Trust, we are held accountable for sponsored schools who may join us, to ensure improvement in outcomes and taking responsibility for their performance and financial arrangements.

Humber Education Trust is supported by a strong Trust Board who provide effective support and the challenge required to ensure that we build on our track record of excellence to provide strategic partnerships to improve quality, share best practice and operate effectively and efficiently. We believe passionately that every penny that comes into a

school should be spent on the development and provision of a first-class standard of education for all.

Humber Education Trust is a growing trust of 17 schools (13 primary schools and 4 special schools). We have a strong moral purpose and a determination to provide the best education possible for the children in our care.

- We always put the needs of children first
- We celebrate what joins us and also what makes our schools unique
- We embrace links with other education providers as we seek the best outcomes for children
- We have high aspirations for everyone in the school community
- We personalise the support offered to pupils, staff members and schools alike
- We believe in system leadership
- We are passionate educators of everyone in the school community
- We welcome challenge as this promotes positive change
- We are determined to achieve the best outcomes for every individual
- We are relentless in our pursuit of excellence

Thank you for showing an interest in working within our Trust. I wish you well with your application.



Rachel Wilkes
Chief Executive Officer



HLTA – Outreach Practitioner

Grade & Scale point: 6, Scp 19

Salary: £31,067 FTE, £23,545 Actual salary, £16.11 per hour

Hours of work: 32.5 hours per week,

Mon 8.40am–4.30pm, Tues, Wed & Fri 8.40am-3.10pm, Thurs 8.40am-4.20pm

Contract: Fixed term maternity cover for 2 terms, Term-time + 5 days (195 days)

Start date: To be confirmed

The Cambridge Park Academy would like to offer an exciting opportunity to join the Cambridge Park Springboard Outreach Team as an Outreach Practitioner for 2 terms. This post is for a suitably qualified candidate, who is looking for a new challenge. This opportunity will allow the suitable candidate to join and support the existing service in supporting children with range of complex learning needs within the Local Schools and Academies in North East Lincolnshire. With a proven track record of supporting and enhancing the quality of teaching, and improving outcomes for pupils, they will be an excellent role model for staff and children.

Candidates are required to have relevant experience and knowledge of working with children who have a range of identified learning disabilities. We welcome people who are willing to learn/adapt to ever changing circumstances and have a genuine interest in the needs of children. You will need to be prepared to work with children of all ages and disabilities.

JOB REQUIREMENTS

- Manage a caseload of up to 30 children placed within mainstream settings.
- Monitor and assess pupil performance against agreed objectives, record and report achievement and provide the necessary guidance to support development.
- Organise a specialist curriculum within the settings to deliver specific objectives within an agreed timeframe and designated resource base.
- Plan, prepare and deliver a specific range of learning activities appropriate to the children's educational, intellectual, social, emotional, cultural and physical needs.
- Utilise specialist approaches including SCERTS, TEACCH, and PECS to enable pupils to be well supported and structure learning appropriately.
- Participate in setting meetings to support and inform communication, provide information, support continuous professional development, ensure consistency and develop a team ethos.

THE SUCCESSFUL CANDIDATE WILL HAVE:

- GCSE English and Maths Grade A-C (or Functional Skills Level 2 equivalent)
- Successful work with SEND children
- Experience of planning, evaluation and delivery of 'good' or better learning activities for children and young people in a formal setting
- Excellent classroom practitioner
- Understanding of National Curriculum, EYFS Guidance and other codes of practice e.g. SEN, Equalities, Safeguarding
- Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people.

AS A MEMBER OF HUMBER EDUCATION TRUST, WE OFFER:

- Commitment to securing the very best provision and outcomes for all children.
- A Trust with expertise in every area of the curriculum, both in primary and special settings, through our Teaching & Learning Ambassadors & peer networks.
- Outstanding individually tailored continual professional development for staff at all levels.
- Staff who feel valued and supported in their roles.
- A caring and safe environment where we recognise the diverse needs of our community, ensuring our young people from all backgrounds thrive.
- Ethical working with mutual respect and collaboration.

If you believe you are the right person for this role then we would love to hear from you.

Visits to our school are welcome by appointment. Come and meet our delightful and engaging children and chat to our team of staff who have a wholehearted commitment to every child's learning and wellbeing.

HOW TO APPLY:

Please complete an application form and submit via our ETeach careers page. All candidates are advised to refer to the job description and person specification before making an application.

If you have any queries regarding the role or application process, please contact Sue Bates at Cambridge Park Academy via sbates@cambridgepark.het.academy

Closing date for completed applications: 8am, Friday 24 January 2025

Interviews: w/c 27 January 2025

As part of Humber Education Trust's recruitment processes, in accordance with statutory guidance Keeping Children Safe in Education, an online search will be carried out on all shortlisted candidates. Those shortlisted for interview will also be required to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

CONDITIONAL OFFER:

Any offer of employment to this post will be subject to receipt of a satisfactory enhanced disclosure from the Disclosure Barring Service, Children's Barred List Check, Section 128 check where applicable, identity checks, medical clearance, proof of qualifications, satisfactory references and eligibility to work in the UK checks.

SAFEGUARDING STATEMENT:

Humber Education Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. We particularly welcome applications from underrepresented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion.

JOB DESCRIPTION and PERSON SPECIFICATION

SCHOOL: Cambridge Park Academy

SCALE POINT: 19

JOB TITLE: HLTA – Outreach Practitioner

JE NUMBER: CPA

DIGNITY AT WORK: To show, at all times, a personal commitment to treating all stakeholders and colleagues in a fair and respectful way, which gives positive regard to people’s differences and individuality (for example, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Equal Opportunities in Employment Policy adopted by the Trust.

PURPOSE: To complement the professional work of teachers by taking responsibility for learning activities under the professional direction and supervision of a qualified teacher. This will involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupil’s achievement, progress and development. Responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training.

PRINCIPAL ACCOUNTABILITIES:

SUPPORT FOR PUPILS

| | |
|----------|--|
| 1 | Monitor and assess individual and groups of pupil performance against agreed educational, intellectual, social, emotional, cultural and physical objectives, record and report achievement and provide the necessary help, advice and information and guidance to support development. |
| | Assess the achievement of pupils against planned objectives. Maintain accurate observation and assessment records in line with outreach specifications. |
| | Provide objective, accurate evidence-based feedback to record progress celebrate achievement and identify development opportunities. |
| | Provide the necessary support to adapt and modify strategies to overcome difficulties, achieve targets and objectives and ensure good progress. |
| | Support and assist pupils with social integration, advice on strategies to deal with problems and encourage pupils to work co-operatively with others and engage in learning activities. |
| | Complement the role of parents and carers in learning and assist in providing parents with constructive feedback and pupil progress and advice on and supporting learning. |
| | Implement Individual Education Plans for pupils identified with different learning abilities to respond to their identified learning related difficulties and enable them to fully access a broad and relevant curriculum and participate fully in school life. |
| | Monitor children’s and young people’s conduct and behaviour throughout the learning process and intervene to resolve highly complex, difficult or very challenging issues using appropriate techniques, skills strategies and sanctions to de-escalate potential very serious and demanding situations or resolve conflict with individual and groups of pupils and establish, maintain or restore a safe and calm atmosphere. |

SUPPORT FOR SETTINGS

- 2** Organise a specialist curriculum or learning support area or initiatives within the settings to deliver specific educational, intellectual, social, emotional, cultural, and physical, pastoral or community objectives within an agreed timeframe and designated resource base.
- Plan activities to achieve operational objectives.
- Develop and implement procedures.
- Procure routine goods, services and equipment.
- Devise, design and develop equipment, apparatus, programmes and other resources.
- Utilise specialist approaches including SCERTS, TEACCH, and PECS to enable pupils to be well supported and structure learning appropriately.
- Support the implementation of a policies within each setting to promote and celebrate good behaviour through positive interactions with pupils and to establish a safe and calm atmosphere conducive to learning and ensure the safety and wellbeing of pupils, staff and visitors.
- Undertake routine audits of behaviour and attendance to inform and contributes to development of positive behaviour approaches individuals and groups to establish a safe and calm atmosphere conducive to learning and ensure the safety and wellbeing of pupils, staff and visitors.

SUPPORT FOR THE CURRICULUM

- 3** Plan, prepare and deliver a specific range of learning activities for individual and groups of pupils that are appropriate to the children's educational, intellectual, social, emotional, cultural and physical needs.
- Assist in lesson planning, challenging teaching and learning objectives, to determine the delivery of the specific area of curriculum and respond to identified pupil learning needs.
- Deliver planned and learning activities to achieve curriculum objectives and respond to individual pupil need.
- Ensure that learning activities are conducted in a positive atmosphere, pupil contributions are recognised and supported and planned learning objectives are achieved.
- Assess pupil achievement, performance and ability, mark tests, class work and homework to record performance.
- Assist in providing feedback to pupils and teachers and record achievement.
- Establish and maintain a calm learning ethos and facilitate the integration of all children into the setting

SUPPORT FOR THE SCHOOL

- Plan and organise educational visits and outings to extend life experiences and provide a broad and varied curriculum and organise pastoral group and adult helpers.
- Participate at setting meetings to support and inform communication, provide information, support continuous professional development, ensure consistency and develop a team ethos.
- Contribute to the overall ethos of the school.
- Organise and deliver staff training within the setting.
- Attend staff meetings and undertake ongoing professional training.
- By monitoring coaching and mentoring, raise the professional standards and practice of other staff.

| | |
|--|--|
| | By their own practice and support to other staff raise the standard of pupils' achievement and attainment. |
| | To act as an Ambassador for the Outreach Service across the local area. |

LINE MANAGEMENT RESPONSIBILITIES:

| | |
|---|---|
| 5 | Undertake recruitment/induction/appraisal/training/mentoring for other Teaching Assistants. |
| | Manage a caseload of up to 30 children placed within mainstream settings. |
| | Liaise between mainstream schools and Outreach Lead. |
| | Attend regular team meetings with settings staff and where appropriate multi-agencies. |
| | Represent Outreach Service at staff/management/other appropriate meetings. |

CHALLENGES AND KEY FEATURES

| | |
|---|--|
| 6 | Under the general guidance of a senior manager, the postholder will be required to organise and deliver a range of learning support activities. This will require creativity to ensure that learning is interesting, effective and differentiated to respond to individual pupil need. |
| | The postholder will use innovation to organise service delivery to achieve agreed objectives within an approved resource framework. |

GENERAL:

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The postholder must be flexible to ensure the operational needs of the school are met. The above duties may involve having access to information of a confidential nature, which may be covered by the Data Protection Act. Confidentiality must be maintained at all times.

DIMENSIONS:

- 1. Responsibility for Staff:**
None
- 2. Responsibility for Customers/Clients:**
Manage an active caseload of up to 30 children placed within mainstream settings.
- 3. Responsibility for Budgets:**
None
- 4. Responsibility for Physical Resources:**
Responsible for resources used and ensuring they are securely stored.

WORKING RELATIONSHIPS:

INTERNAL

All school staff, pupils, parents, governors, the community

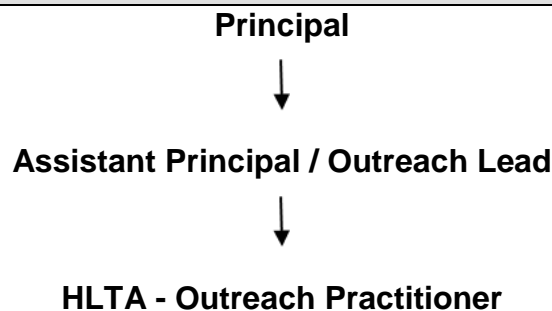
EXTERNAL

Educational support staff, educational support services, other schools and educational establishments, the Council, other public services and community representatives.

DECISION MAKING:

Makes decisions in connection with all principal accountabilities listed, within current school policies and procedures.

ORGANISATION CHART:



| | Not applicable | Low | Moderate | High | Very High | Intense |
|---|----------------|-----|----------|------|-----------|---------|
| PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day-to-day office environment). | | ✓ | | | | |
| WORKING CONDITIONS: Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day-to-day office environment). | | ✓ | | | | |
| EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day-to-day office environment. | | ✓ | | | | |

| PERSON SPECIFICATION | | | | |
|--|---|-----------|-----------|----------------|
| The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. <i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</i> | | Essential | Desirable | How identified |
| 1. | Qualifications: | | | |
| | HLTA status (or QTS) / graduate interested in pursuing a career in teaching | | ✓ | AF, CQ |
| | GCSE in English & Maths at Grades A-C or Level 2 equivalent | ✓ | | AF, CQ |
| | Relevant SEND qualification | | ✓ | AF, CQ |
| | First Aid | | ✓ | AF, CQ |
| 2. | Relevant Experience: | | | |
| | Successful work with SEND children | ✓ | | AF, R |
| | Experience of planning, evaluation and delivery of 'good' or better learning activities for children and young people in a formal setting | ✓ | | AF, I, R |
| | Experience of preparing and mounting displays | | ✓ | AF, R |
| 3. | Skills (including thinking challenge/mental demands): | | | |
| | Excellent classroom practitioner | ✓ | | AF, I, R |
| | Excellent Literacy/Numeracy skills | ✓ | | AF, I, R |
| | Ability and willingness to undertake professional development | ✓ | | AF, I |
| | Ability to form and maintain appropriate relationships and personal boundaries with children | ✓ | | AF, R |
| | Use IT effectively to support learning and communication | ✓ | | AF, I, R |
| | Relevant experience of developing and implementing IEP's | | ✓ | AF, I, R |
| | Good organisational skills | ✓ | | AF, I |
| | Ability to demonstrate leadership and line management skills | ✓ | | AF, I, R |
| | Commitment to Restorative Practices | ✓ | | AF, I, R |
| | Remain calm under pressure and adapt to change quickly | ✓ | | AF, I |
| | Ability to effectively manage pupil behaviour in accordance with school policy and procedure. | ✓ | | I, R |
| | Ability to work effectively as an individual and as part of a team | ✓ | | I, R |
| 4. | Knowledge: | | | |
| | In depth knowledge of autism and communication and interaction | ✓ | | AF, I |
| | Knowledge and understanding of visual support strategies | ✓ | | AF, I |
| | Knowledge of augmentative strategies to support communication | ✓ | | AF, I |
| | Knowledge of child protection, health and safety procedures and their application in a school setting | ✓ | | AF, I, R |

| PERSON SPECIFICATION | | | | |
|--|---|-----------|-----------|-----------------------------|
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| | Knowledge and understanding of the National Curriculum including literacy and numeracy strategies | ✓ | | AF, I |
| | Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice | ✓ | | AF, I |
| | Knowledge of how to adapt and deliver support to meet individual needs | ✓ | | AF, I |
| | Understanding of effective teaching methods | ✓ | | AF, I |
| | Knowledge of EYFS, KS1 & KS2 | ✓ | | AF, I, R |
| 5. | Interpersonal/Communication Skills: | | | |
| | Verbal Skills | | | |
| | Effective interpersonal and verbal communication skills | ✓ | | AF, I, R |
| | Sensitivity and understanding, to help build good relationships with all stakeholders | ✓ | | I, R |
| | A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school | ✓ | | AF, I |
| | Written Skills | | | |
| | Effective written communication skills | ✓ | | I, AF |
| 6. | Other | | | |
| | Ability to travel to Early Years and mainstream schools to undertake Outreach duties | ✓ | | |
| The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process. | | | | |
| 7. | Disclosure of Criminal Record: | | | |
| | The successful candidate's appointment will be subject to the school obtaining a satisfactory Enhanced Disclosure from the Disclosure and Barring Service | ✓ | | DBS Disclosure |
| | If the post-holder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record. | ✓ | | AF (After short listing) |

I have read and accept the role of HLTA – Outreach Practitioner

Name: _____ Signed: _____ Date: _____



Vision & Values

We are Humber Education Trust.

Our strength lies in a common purpose: high aspirations, moral values, care and support; yet celebrates our individual uniqueness. This is inclusion in its truest sense. We recognise that as every child needs different things to achieve the same end point, their full potential, so too do the schools that nurture and develop those children.

One size does not fit all.

Our commitment stretches across the breadth of our community with children firmly at the heart of all that we do. We are outward looking, embracing links with other education providers and agencies as we all seek the best outcomes for children.

We believe in innovative staff development opportunities at all levels, so that our teams enable our pupils and families to shine. We are passionate educators, both of ourselves and of others, prioritising resources to have the greatest impact, every minute of every day, on the children we serve.

We welcome challenge as this promotes positive change. Our determination to achieve the best outcomes for every individual means that we are relentless in our pursuit of excellence.

Only our best is good enough.

This is us. Humber Education Trust.



Humber Education Trust
Where everybody counts, every moment matters.



Work for

Humber Education Trust

We value our employees

The following **benefits** are available to employees within our academies:

Financial

- Competitive Salary
- Teacher's Pension & Local Government Pension Scheme
- Occupational Sick Pay

Family Friendly

- Maternity, paternity and adoption leave
- Parental and dependent care leave
- Flexible working

Employee Benefits - Permanent Contracted Employees & Fixed Term

- Staff Wellbeing EAP - 24/7 Confidential counselling service
- Integrated GP service
- Physiotherapy
- SAS Gym and 12 week weight management programme
- Preparing parents programme
- Financial wellbeing support
- Discounts on high street brands and stores via online discount platform
- 20% Discounted Gym Membership - Hull City Council Leisure

Professional Development

- Continuous Professional Development for All Staff
- Access to Middle and Senior Leadership Courses
- Supportive staff, committed to improvement, who will work with you to achieve your goals

*The opportunity to **make a real difference** to the lives of our students*