



DUKE'S

ALDRIDGE ACADEMY

APPLICATION PACK

POST OF	HLTA
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DETAILS ABOUT THE POST	
GRADE	Scale SO1: SP23 £30,585 – SP25 £31,557 pro rata for term time + 1 week
TYPE OF POST	Support
START DATE	1 st September 2021
REASON FOR VACANCY	Establishment Needs

INFORMATION PROCESS	
CLOSING DATE	Monday, 5 th July 2021
INTERVIEW DATE	Wednesday, 7 th July 2021
INTERVIEW PANEL	Principal, Head of Differentiation, Assistant Principal

EMPLOYMENT CHECKS REQUIRED	
<ul style="list-style-type: none">• Completed application form• Employment history including explanation of any gaps• Proof of academic and professional qualifications• Receipt of two professional references• Enhanced DBS Check with Children's Barred List	

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1. Principal's Letter to Candidates
2. Our Mission, Vision and Values
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DUKE'S
ALDRIDGE ACADEMY

Sunday, 27 June 2021

Dear Applicant,

RE: HLTA

Thank you for expressing interest in the above vacancy we have here at Duke's Aldridge Academy.

Please find attached an application form and information about the post. I hope this provides the information that you need in order to decide whether to apply. If you would like any further information, do please contact Rosie Mevlit, HR Partner on 020 8275 4851 or recruitment@dukesacademy.org.uk

The academy enjoys a rich mix of culturally diverse students drawn from one of London's most ethnically vibrant wards. This socio-economic profile shields a positive and vital aspect of our academy's community. The academy's specialism is for the arts (English, Media and Art). The academy is fully integrated with the secondary base of the Vale Special Academy for children with physical disabilities and complex needs which share the campus and buildings.

Duke's Aldridge Academy is a member of the Aldridge Education family of academies. The link to the website is as follows: <http://aldridgeeducation.org/>

Duke's Aldridge Academy (formerly Northumberland Park Community School) was judged as 'good' in its last Ofsted inspection in November 2019. We have set ourselves the goal of moving from being good to being outstanding in all aspects.

Duke's Aldridge Academy places teaching and learning at the heart of everything we do and continuously supports and trains its teachers to become excellent. The academy has achieved a dramatic improvement in achievement over the past few years, breaking through the presumptions that social deprivation limits attainment. We intend to continue to raise achievement beyond national averages and that of academies whose children and families are in more fortunate circumstances, as for our children more than others, education and achievement is a vital basis for their future life chances.

When staff, students and families walk through our gates and onto our site, they belong to the Duke's Aldridge Academy. In this community, we build meaningful relationships based on trust and mutual respect. Our classrooms, corridors and the academy environment are safe spaces where nobody is judged and everyone is valued. Our ethos, driven by our commitment to Duke's values, is built on inclusion and our dedication to care for each member of our community as an individual. We put learning and learners first in every decision we make. We are proud of our academy and committed to supporting all staff and students to "be the best you can be".

Once appointed, we expect that all staff will continue with their professional development which emphasises teamwork and the sharing of good practice. Our programmes for trainees and NQTs are particularly strong and have been highly praised by HMI. Staff are valued highly, moral is high and there is strong recognition that all play an important role to enable our academy to succeed.

In completing your application please note the details of the application process and the closing date in the pack. If you have not heard from us by the interview date stated in the applicant's information sheet, I am sorry to say that your application will have been unsuccessful on this occasion.

If you feel that you have the necessary skills and commitment to work at Duke's and relish the opportunity to contribute and make a difference then I look forward to hearing from you.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'M. Duncan', with a long, sweeping horizontal line extending to the right.

Monica Duncan

Principal – Duke's Aldridge Academy

Additional information about our academy can be found on the academy's website: www.dukesacademy.org.uk

OUR MISSION

Inspire to Excel

OUR VISION

Duke's Aldridge Academy provides an outstanding education within a vibrant community where the expectation is to excel. For each individual we promote achievement, success, strength of character, tolerance and a love for learning. We provide the support, challenge and breadth of experience which ensure our students become creative, resilient and successful adults.

OUR VALUES

We are a values-driven organisation with a commitment to non-selective, inclusive schools providing children and young people with an exceptional educational experience.

We value:

- our students, their potential, their contributions and their aspirations
- the community we serve and its right to locally provided, high quality education
- the cultural diversity and richness of our community within the context of British Values
- academic rigour at all stages to create a learning environment that provides challenge, engagement and achievement
- respect, fairness, courtesy and the right to equality of opportunity as the entitlement of each member of the academy community
- 'professional integrity' and transparency
- our staff and their right to professional development and growth

SAFEGUARDING STATEMENT

Duke's Aldridge Academy Safeguarding Strategy forms a fundamental part of our approach to providing excellent pastoral care to all students. We believe that all students, regardless of age, special needs or disability, racial/cultural heritage, religious belief and sexual orientation have the right to protection from all types of harm and abuse.

The objective of the Safeguarding Strategy is to help keep our students safe by providing a safe environment for them and to educate them about keeping themselves safe.

The Safeguarding Strategy consists of:

1. Adridge Education Trust Safeguarding Policy
2. Duke's Aldridge Academy Procedures
3. Training to equip staff and volunteers to carry out their responsibilities in relation to safeguarding and promoting the welfare of students

The Safeguarding Strategy provides a clear framework within which individual academies will develop systems and local procedures to:

- Prevent unsuitable people working with children
- Identify students who are at risk of, and/or are likely to suffer significant harm and take appropriate action with the aim of making sure they are safe
- Record and share information appropriately
- Respond to allegations against staff and volunteers
- Promote safe practice and challenge poor and unsafe practice

Adherence to the Duke's Aldridge Academy Safeguarding Strategy is mandatory for **all** staff and volunteers.

We recognise that Safeguarding covers much more than child protection and so this strategy will operate in conjunction with related policies and procedures, such as effective whole academy policies on: health and safety, anti-bullying, behaviour management, IT and academy security.

Our approach to safeguarding is based on, and reflects the current principles recognised in UK legislation, including those around maintaining confidentiality and reporting concerns about students likely to suffer significant harm to the child protection agencies.

We are committed to working in partnership with parents; child protection agencies and diverse communities, to continuously develop and improve the Safeguarding Culture within our academy.

September 2019

Inspection of a good school: Duke's Aldridge

Trulock Road, Tottenham, London N17 0PG

Inspection dates:

5–6 November 2019

Outcome

Duke's Aldridge Academy continues to be a good school.

What is it like to attend this school?

Pupils, parents and carers, staff and governors work together to provide a safe and nurturing environment in the school. Everyone is 'inspired to excel'. Pupils are proud of their school. They like coming to school and appreciate the support and encouragement they receive.

Pupils behave well in lessons because teachers plan interesting activities and provide individual support. Teachers constantly check pupils' understanding, which helps keep pupils focused. Pupils told me that 'teachers encourage you to learn and want you to learn'. Pupils achieve particularly well in English, mathematics, science, modern foreign languages and humanities, which make up the EBacc qualification.

The headteacher and her committed staff have high expectations that pupils will succeed in every area of their lives, as well as academically. An example of this is the help given to pupils who join after the start of the school year, often with little knowledge of English. The school ensures that all pupils leave with qualifications in English and mathematics.

Pupils said that they feel safe at school and on their journeys to and from school. Pupils value staff supervision outside school at the end of the day. Pupils state that bullying is not a problem at school. If it did occur, they know who to talk to and said that it would be dealt with quickly.

What does the school do well and what does it need to do better?

Leaders ensure that there are well-designed plans for how each subject should be taught. Pupils are motivated to learn because teachers challenge and support them. Teachers use resources and thoughtful questioning to help pupils understand new ideas. Pupils stated that during lessons 'everyone was willing to learn'. Pupils' behaviour rarely disrupts learning.

Subject plans ensure that pupils know more and remember more. The plans show how pupils can apply their knowledge to different situations. For example, Year 11 pupils told us how the science experiments they had carried out in Year 10 helped them with this term's work. In a few subjects, such as English, leaders' plans are not carried out as successfully. Leaders have organised appropriate training and support to make the necessary improvements.

Leaders have not ensured that pupils have access to the full range of national curriculum subjects during Years 7 to 9. Leaders have recently reviewed this. They are putting plans in place so that all pupils study a broad range of subjects for as long as possible. A small proportion of pupils gain qualifications in the full range of EBacc subjects. However, the number of pupils studying humanities subjects and a modern foreign language in Years 9 and 10 is increasing.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). Most pupils with SEND follow the school's usual curriculum. Leaders identify pupils' needs accurately and check on their achievement. This means that pupils receive appropriate and timely support. Teachers receive the right information and training to help pupils with SEND to succeed.

Leaders and staff provide many opportunities for pupils to develop their character. Pupils told us about the valuable support they receive. For example, Year 7 pupils enjoy working with mentors discussing the move from primary to secondary school. Year 10 pupils told us how their work experience helped them to be more confident and ambitious. They said that it gave them the courage to seek further employment. Pupils explained how they add to the wall in 'purple lane'. This is a space which hosts events that support the many diverse aspects of life, such as LGBT. The wall displays the results of pupils' reflections and their inclusive attitudes.

Pupils' attendance is currently below the national average. Leaders support pupils to improve their attendance. They do this by involving pupils in programmes such as 'hit my target', by tracking attendance and asking for support from other agencies.

We noticed how respectful staff and pupils are towards each other. Pupils said that everyone was friendly and that during breaktimes the playground was 'tension-free'.

Safeguarding

The arrangements for safeguarding are effective.

Pupils, staff, parents and governors all agree that the school is a safe place to be. Staff are well trained and are aware of current safeguarding rules and regulations. Staff and pupils know how to report concerns. Leaders act straightaway to keep pupils safe.

Staff work with families when their children's attendance is low. They work with the local authority and other organisations to keep pupils safe.

Pupils are taught how to keep themselves safe online and out and about. For example, Year 7 watched a theatre presentation on road safety. Pupils told us it was a useful reminder about the dangers of using mobile phones as they cross roads.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils do not achieve as well in a few subjects as they do in most. Leaders should continue their work to ensure that their plans for how subjects, such as English, should be taught are put into practice.
- Leaders should act on the findings of their curriculum review for key stage 3, so that pupils study a broad range of subjects for as long as possible.
- Some pupils need to attend school more regularly. Leaders need to continue their focus on reducing persistent absence and on increasing attendance. The newly introduced attendance monitoring system will support the work of leaders in this area.
- The school's curriculum is not sufficiently broad in Years 7 to 9. However, it is clear from the actions that leaders have already taken to plan next year's curriculum and the training staff are receiving that they are in the process of bringing this about.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, Northumberland Park Community School, to be good on 18–19 January 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144900
Local authority	Haringey
Inspection number	10124650
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1019
Appropriate authority	Board of trustees
Chair of governing body	Malcom Weston
Principal	Monica Duncan
Website	www.dukesacademy.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Northumberland Park Community School converted to become an academy school on 1 September 2017. When its predecessor school, Northumberland Park Community School, was last inspected by Ofsted, it was judged to be good overall.
- The school does not currently send any of its pupils to alternative provision.

Information about this inspection

- We carried out this inspection under section 8 of the Education Act 2005. Inspectors held meetings with the headteacher, senior and subject leaders, the chief executive officer of the multi-academy trust, and governors.
- On the first day of the inspection, we did deep dives in these subjects: English, science, mathematics, geography and history. In each subject, we met with subject leaders, talked to pupils, visited lessons, spoke to teachers and looked at pupils' work.
- We considered the views of staff from two meetings with groups of staff and feedback from the Ofsted staff questionnaire.

- Inspectors reviewed safeguarding records, including the central record of recruitment checks on staff and two external review reports.
- Inspectors considered the views of 48 parents who responded to the Ofsted parental questionnaire.

Inspection team

Hayley Follett, lead inspector

Ofsted Inspector

Ian Morris

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

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The Head of Differentiation is keen to find a confident, engaging and passionate higher level teaching assistant to join our dedicated team of staff.

Job Description: Higher Level Teaching Assistant

Post Title	Higher Level Teaching Assistant
Post Holder:	
Purpose:	To support the Head of Differentiation/SENCo to coordinate the effective deployment, and monitoring of students for SEN departmental interventions. This may 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 pupils achievement, progress and development.
Reporting to:	Head of Differentiation
Line management responsibility	<ul style="list-style-type: none"> • Supporting of SEND teaching assistants and training • Liaise between managers/teaching staff and teaching assistants • Hold regular team meetings with Teaching Assistants • Attend meetings related to the work of Teaching Assistants
Working time:	30 hours per week 40 week per year contract
Salary:	Scale SO1: SP23 £30,585 – SP25 £31,557 pro rata for term time + 1 week
Responsibilities: Lead on all SEN/D interventions and monitoring	Support of Students <ul style="list-style-type: none"> • Lead on coordination of departmental interventions for literacy , numeracy, and SLCN • In liaison with the Head of Differentiation/SENCo identify target students using available data. • Using information and following guidance from external agencies develop and deliver programmes of intervention for students including literacy, numeracy and SLCN • Under direction, undertake/supervise screening and impact assessments. • Liaise with Head of Differentiation/SENCo to arrange timetable of intervention. • Support and monitor colleagues (TAs) in the delivery of any SEN interventions. • Monitor the progress and performance of individual students and keep records relating to students supported • Assess progress and impact of all interventions in collaboration with the Head of Differentiation/SENCo • Know and support students' targets

	<ul style="list-style-type: none"> • Administer routine tests and undertake routine marking of students' work • Undertake support activities outside of lessons, e.g. break/lunch time supervision, homework/lunch club. • Actively promote all aspects of the school's SEND provision a positive way. • To contribute to the evaluation of intervention/support programmes by providing regular feedback about students to teachers. • To contribute, where appropriate, to statutory reviews of students' EHCPs and termly reviews. <p>Support for Teachers</p> <ul style="list-style-type: none"> • Liaise with teachers regarding planning and differentiation of work for students with SEND • Work within the classroom to support pupils as directed by the teacher • Assist in the creation of a positive learning environment and the management of learning resources • As directed by the teacher or Head of Department / Faculties help to monitor and evaluate students responses to learning activities • Provide objective and accurate feedback and reports as required on student achievement, progress ensuring the availability of appropriate evidence • Where directed by the teacher or Head of Department assist in recording progress and achievement in lessons/activities • Work within an established discipline policy of the school • Support the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc • Ensure necessary group/TT/ student changes are made working together with team. <p>Support for the Curriculum</p> <ul style="list-style-type: none"> • Deliver learning activities to pupils within the school agreed framework of supervision, adjusting activities according to pupil responses/needs • Work with small groups to providing tutoring to students under the direction of the Head of Differentiation • Deliver local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills • Use ICT effectively to support learning activities and develop pupils' competence and independence in its use • Assist in the development of learning resources necessary to lead small groups of students • Advise on appropriate deployment and use of specialist aid/resources/equipment
Other Duties:	<i>To lead and carry out the Additional Admission process</i>

	<p>To undertake other duties consistent with the scope of the post and within the competence of the post-holder as required.</p> <p>To undertake a duty as appropriate.</p> <p>To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school.</p> <p>I GENERAL RESPONSIBILITIES COMMON TO ALL STAFF</p> <p>I.1 To be part of the school's duty rota as required, including supervision during the lunch period, but such that the post holder has a lunch break of at least 30 minutes</p> <p>I.2 To promote positive student conduct. To confront negative student conduct and take appropriate steps to deal with it.</p> <p>I.3 To comply with the school's Health and Safety Policy and to ensure that working environments and working practices employed by the post holder</p> <p>I.4 To promote the school's equal opportunities policy and to work in accordance with it.</p> <p>To carry out duties as may reasonably be required from time to time.</p>
Equal Opportunities:	<p>To carry out these duties with due regard to the Council's Equal Opportunities Policy and priorities.</p>

Safeguarding -. All employees need to be aware of the possible abuse of children and vulnerable adults and if you are concerned you need to follow the Schools Safeguarding Policy. In addition, employees working with children and vulnerable adults have a responsibility to safeguard and promote the welfare of children and vulnerable adults during the course of their work. This post requires the post holder to undertake an Enhanced DBS check

The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties that may be required from time to time within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the post holder. This job description allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out and no part of it may be so construed. The Job Description is not necessarily a comprehensive definition. It will be reviewed annually.

Managers Name

Managers Signature

Date

Post Holders Name

Post Holders Signature

Date

HOW TO APPLY / PROCESS OF SELECTION

If after reading the details you would like to apply for this post, please:

1. Complete the **support staff** application form in full online
<https://www.dukesacademy.org.uk/vacancies/>
2. DBS declaration **must** be completed and returned
3. Interviews are planned for: **Wednesday, 7th July 2021**

Your completed application forms should be sent to:

Ms R. Mevlit – HR Partner
Duke's Aldridge Academy
Trulock Road, Tottenham
London, N17 OPG

OR

recruitment@dukesacademy.org.uk

Completing the application

Candidates are asked to complete all the standard information required on the application form and to submit a support statement addressing the job requirements.

References

Candidates are advised that references will be taken up immediately after shortlisting. Candidates are asked to ensure that their referees are aware of the need to respond within the timescale set. In all cases two professional references are required.

Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current requirements relating to child protection, this will include an enhanced DBS check.

Feedback

Please note that we do not confirm receipt of applications.

Selection process

Candidates who are shortlisted will be contacted and invited in to participate in the selection process. We do not inform candidates if they have not been shortlisted.

We look forward to receiving your application.