



The Collegiate Trust  
Exceptional Education for All

## Higher Level Teaching Assistant

# Information for Applicants

<b>Academy</b>	<i>The Quest Academy, South Croydon</i>
<b>Required</b>	<b>1<sup>st</sup> April, 2019</b>
<b>Salary</b>	<b>TCT S16 – S19 £20,181 - £21,198</b> (Pro rata £17,076 - £17,937 term time only)
<b>Closing Date</b>	<b>21<sup>st</sup> January, 2019</b>
<b>Interviews</b>	<b>As applications are received</b>



# Welcome



Dear Applicant

A very warm welcome to the Quest Academy. We are a great place to begin or further your teaching or support staff career.

At the Quest we know that having great people is our biggest asset and we work very hard to make sure that the posts we offer, the professional development we provide and the environment we create are the cornerstones of a highly successful Academy on a journey from 'good' to 'outstanding'.

As a new or experienced colleague you'll be joining an Academy which has already demonstrated considerable success. In the main Academy all of our students make excellent progress above the national average by the end of Year 11 (Our Progress 8 figure overall was +0.46 in 2017 and in our thriving Sixth Form, Quest6, all of our students pass every subject (100% A\*-E in 2015, 2016, 2017 and 2018) and an impressive record of sending almost every student to University, including Oxbridge.

I know that the atmosphere at the Academy and the climate in the classroom are key considerations for staff. At the Quest we have created a disciplined environment where you can share the passion of your vocation with well-behaved and curious learners. Levels of attendance are above the national average because our students enjoy coming to school and we have very well crafted systems of support in place to make sure there is no distraction from learning in the classroom.

We also believe we are outstanding in the support we provide for staff development. We have achieved the 'CLPD Gold Mark' for our professional development work. We run in-house training sessions every week to update and further our colleague's skills and we offer part time taught Masters and Doctorate programmes with Christ Church Canterbury University for more experienced teaching staff. In addition, for newly qualified teachers we are one of the founding members of the 'Croydon Hub' which with three other local schools provide a comprehensive professional studies programme each week to help further those skills learnt in training. There really are unparalleled opportunities available to those joining our teaching team.

We are also very fortunate to occupy a stunning 17 million pound building with extensive grounds which we moved into in 2014. Every teaching area is brand new and across the campus we have invested in nearly one million pounds of cutting edge IT equipment to support learning.

Geographically we are ideally located just 15 minutes from the M25, forty minutes from central London by train and Croydon itself is undergoing major investment as a place to work and live. Rents are relatively low for London and the town centre, with venues such as Boxpark and the Southend restaurant quarter, mean there is always something to do.

I do hope that our vacancy will be of interest to you. We welcome visits at any time to see us at work so that we can show you all of this.

With best wishes

A handwritten signature in black ink, appearing to read 'A Crofts', written over a white background.

**Mr A Crofts**  
*Principal*



## Key Information

The Quest Academy is committed to ensuring that each student succeeds academically and personally. Our motto, *Learning Changes Lives* (Eruditio Vitas Commutat) reflects our belief in the importance of our work. We are committed to making sure that every student makes outstanding progress. We have high expectations of every student, offer the best quality teaching and insist on the highest standards of behaviour and respect.

The Quest is a positive, rich and innovative learning environment where every student can achieve excellence in all that they do, in the classroom and beyond it.

We offer a wide range of enrichment activities to extend learning in a range of contexts and promote leadership, teamwork, reflection, confidence and high self-esteem.

We are constantly searching for new ways to encourage participation and service to others as the basis for the development of lifelong learning and a happy and successful life.

Our strength comes from strong partnerships: with our parents, the community we serve and the close links we have with our sponsor. Together we have extensive experience and expertise to guide our work.



***You can find out more information about our school, and our Trust at the following websites:***

[www.thequestacademy.org.uk](http://www.thequestacademy.org.uk)

[www.tct-academies.org](http://www.tct-academies.org)

## Information about *The Collegiate Trust*

Our Trust works in the Crawley and Croydon areas with a clear vision to deliver *exceptional education for all*. Such an education achieves excellent outcomes in pupil progress and attainment, a rich creative, cultural and physical learning experience, and great personal and social development for all pupils. We achieve this by working with and developing strong teams of staff in each school, under the direction of the Principal of the school and the *Local Governing Body* (LGB)

The Trust has grown out of *Riddlesdown Collegiate*, an **outstanding** (OFSTED, May 2016) secondary school in Croydon with almost 2000 students and over 200 staff. *Gossops Green*, in Crawley, was the next school – and the first primary – to join the Trust, followed by *Waterfield Primary* (also in Crawley) on 1<sup>st</sup> March 2018. The Quest Academy joined the Trust on 1<sup>st</sup> June 2018 and Courtwood Primary and Gilbert Scott Primary joined the Trust on 1<sup>st</sup> September 2018.

Each school within the Trust is supported centrally by a designated *Director of School Improvement* on teaching and learning issues, the *Chief Operating Officer, Finance Manager & HR Manager* on business management and HR issues, and the *CEO* on wider leadership issues. This complements rather than replaces in-school functions and allows the Principal and LGB to operate with a high level of autonomy in delivering the highest standards in their school. The LGB works to a *Scheme of Delegation* approved by the Trust's Board of Directors.

## Our Values

Strong moral values underpin the ethos of The Quest Academy. We welcome students from a wide range of cultural and faith (or non-faith) backgrounds and expect all families to value and support the moral values at the heart of all aspects of life at The Quest Academy.

We foster understanding, tolerance and mutual respect whilst producing confident, capable and respectful young people. At all times, we aim to create an environment that nurtures and develops:

- Integrity
- Compassion
- Respect
- Tolerance
- Kindness
- Courage
- Generosity
- A life-long love of learning

These values make The Quest Academy a positive and inclusive community in which all students feel safe, valued and part of the family.



## Quest6

Students at The Quest Academy's 6<sup>th</sup> Form, Quest6, have excelled across the range of courses that are on offer. For three years running, students have achieved a 100% pass rate at A Level and every single Sixth Form student has now gone on to further study.

In addition to academic excellence, Quest6 is a positive, rich and innovative learning environment where every student can achieve excellence in all that they do, in the classroom and beyond it. We offer a wide range of enrichment activities to extend learning in a range of contexts and promote leadership, teamwork, reflection, confidence and high self-esteem.

Students at Quest6 (and staff) have access to cutting-edge, state-of-the-art facilities that – for at least the foreseeable future – are arguably the best that Greater London has to offer. A dedicated social study area, seminar-style teaching rooms, brand new technology as well as access to all of Quest's new buildings ensure that current and future Quest6 students will learn in a modern, peaceful, exceptional education environment.



## Job Description

**Job Title:** Higher Level Teaching Assistant  
– with responsibility for  
Literacy, Numeracy or  
Behaviour

**Responsibility Level:** TCT S16 – S19

**Accountable To:** Principal & Governing Body

**Responsible To:** Team Leader - AENCO



### Accountable For:

Ensuring that the areas of Academy life for which I am responsible contribute to outcomes above expectations for the Academy students, especially in the standards they attain and the progress and achievement they make.

Understanding, operating and developing the ethos of the Academy so that it becomes a centre of excellence where mutual respect, tolerance, care and support are evidenced in all of the Academy's activities and that this in turn ensures that everybody takes pride in all aspects of the Academy's work.

## RESPONSIBILITIES

### Overall Responsibility

- To meet the Secretary of State's standards for Higher Level Teaching Assistants (HLTA).
- To complement the work of specific Teachers by planning, preparing and undertaking agreed learning activities under an agreed system of supervision.

### Line Management

1. Attend Team Leader meetings when there are items relevant to your work on the agenda.
2. Take an active role in the training, development and appraisal of assigned TAs and disseminate best practice.
3. Advise other TAs and Teachers on the effective use of specialist and new resources.
4. Act as mentor to the team of TAs.

### Supporting Learning – Supporting Teachers

1. Support and complement the work of Teachers by:
  - working with the Teacher to plan, produce and implement lesson plans.
  - working with the Teacher to prepare resources for the lessons, for example, differentiated worksheets.
  - administering and marking tests and undertaking exam invigilation.
  - assessing, recording and reporting (including verbal feedback and meetings with Parents) on student progress and attainment.
  - planning collaboratively with a Teacher, strategies and targets for improvement.
2. Engage students in their learning activities, either in one-to-one, small group, or whole class activities – within an agreed system of supervision. Technology, including distance learning, should be used to assist in the learning activities.
3. Plan, implement, assess and report a course of study as necessary during an extended absence of a Class Teacher.
4. In accordance with the Academy's policies and procedures, report to the appropriate Teacher any incidents of disruptive or unacceptable behaviour of students that may not be known to the teaching staff.
5. Act as a Cover Supervisor, within an agreed system of supervision, during a Teacher's short term absence.

### **Support and Deliver Learning – Supporting Students**

1. Take lead responsibility for developing a programme to improve the numeracy/literacy of identified students and for all students attending the Academy.
2. Provide learning activities to students in one-to-one, small group or whole class activities – always under the supervision of a qualified Teacher(s) during an extended absence of a class Teacher. Planning, implementing, assessing and reporting as necessary and:
  - taking appropriate action related to any problems or emergencies that occur during the lesson in accordance with the Academy’s policies and procedures.
  - using technology, including distance learning, to assist in the success of the learning activities.
3. Aim and work to develop a culture of inclusion of all students within a lesson. This may be done by encouraging students to work collaboratively, by ensuring equitable access to resources or by further developing the use of ICT in lessons.
4. Encourage students to work independently when appropriate to develop greater self confidence and independence.
5. Respond to individual student needs. This may be done by preparing and using specialist materials to support individual students - including named students with Additional Educational Needs.
6. Develop and contribute to the implementation of IEPs with Teacher direction.
7. Respond to questions from students about the content of the lesson being taught, and generally give students feedback on their progress and attainment.

### **Behaviour, Guidance and Support for Students**

1. Support the member of staff in providing a safe learning environment.
2. Provide support for students with emotional, social and behavioural problems, e.g. by giving time to listen to their concerns, valuing and respecting students at all times.
3. Deal with or report, to the nearest member of the teaching staff, incidents that are seen or reported regarding students’ welfare.
4. Assist in the personal and social care of the students.
5. Contribute to the Extended Services Programme as indicated within the Academy Improvement Plan, e.g. by assisting on Academy educational visits and various activities.

### **Health and Safety**

1. Obtain a nationally recognised First Aid certificate and use skills where necessary and attend suitable refresher courses in order to keep qualifications up-to-date.
2. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
3. Co-operate with the employer on all matters to do with Health, Safety and Welfare.

### **Continuing Professional Development - Personal**

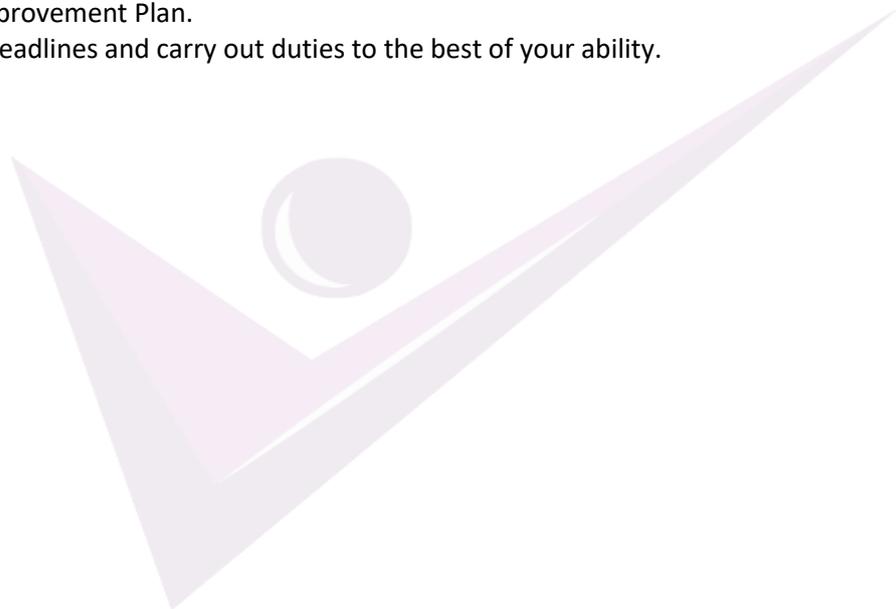
1. Maintain the professional standards awarded for HLTA status.
2. With your Line Manager, take responsibility for personal professional development, keeping up-to-date with research and developments related to the Curriculum or Academy efficiency, which may lead to improvements in the day-to-day running of the Academy or the quality of teaching and learning.
3. Keep up-to-date with computing skills and use of latest technology for use within classroom situation and other means of teaching, for example use of interactive whiteboard or video conferencing.
4. Undertake any necessary professional development as identified in the Academy Improvement Plan taking full advantage of any relevant training and development available.
5. Maintain a professional portfolio of evidence to support the Performance Management process - evaluating and improving own practice.

### **Continuing Professional Development - Staff**

1. Take responsibility for the provision of high quality professional development of TAs through an effective Performance Management programme.
2. Take responsibility for the dissemination of best practice between TAs and Teachers.
3. Consider the expectations and needs of other members of staff, and in particular ensure that newly appointed support staff are appropriately monitored, supported and assessed.

## OTHER REQUIREMENTS

1. To promote and safeguard the welfare of children at the Academy.
2. To maintain confidentiality at all times.
3. To know and adhere to all Academy policies and procedures.
4. To carry out any other duties as may be reasonably required by the Principal.
5. To work in support of the Academy Improvement Plan.
6. To take time to read notices, keep to deadlines and carry out duties to the best of your ability.



## Person Specification

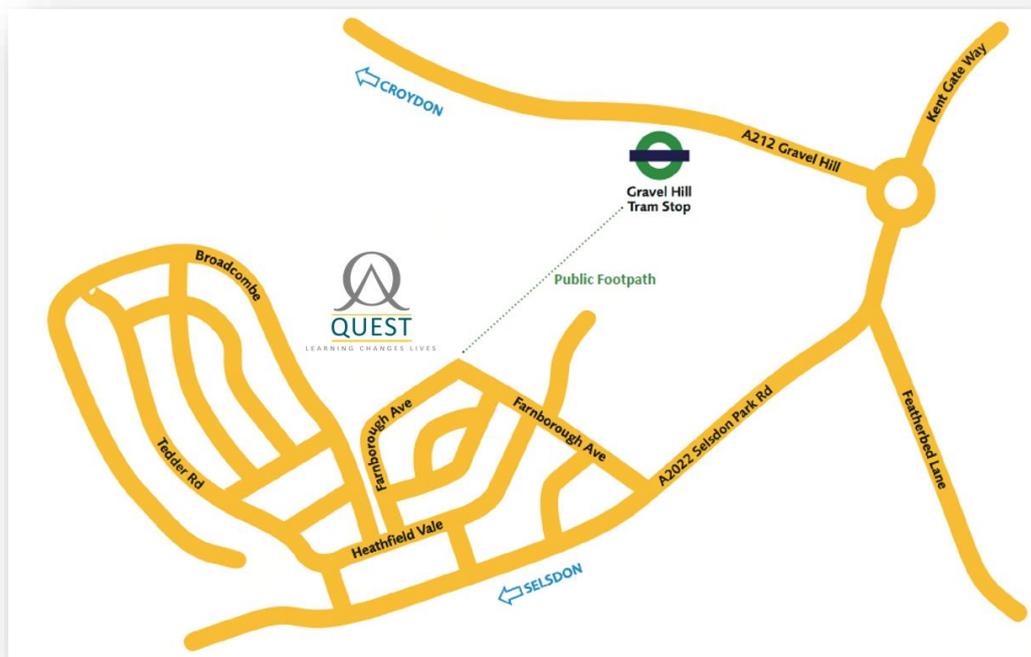
Qualifications
Good basic education to GCSE standard or equivalent (GCSE grade C or equivalent in Maths and English)
A levels or an NVQ (at least level 3) desirable.
Entitled to live and work in the UK
Experience
Experience of working with young people
Understanding of Secondary education
Skills and Attributes
Ability to work independently, as well as effectively working in a team
An ability to convey authority and earn students' respect, to treat them with respect and apply boundaries
An ability to adapt to circumstance
Literate, numerate with skills in the use of ICT
An understanding and empathy with young people
Good organisational and inter-personal skills that enable good relationships with young people and adults
Good oral and written communication skills and the ability to ensure that deadlines are met
Work effectively and efficiently under pressure, both independently and as member of a team, with the ability to prioritise workload
Understanding of safeguarding issues and promoting the welfare of students and young people.
Suitability to work with children

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

**Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the *Disclosure and Barring Service*.**

**Appointment will be dependent upon further health, medical and attendance checks.**

## How to Find Us



### By Car:

If you are travelling by car, The Quest Academy is located on Farnborough Avenue which is off of the A2022, Selsdon Park Road. If you are coming from the M25 junctions 7 (Croydon), 6 (Caterham) or 4 (Orpington) provide easy access to Selsdon.

### By Train

The nearest mainline station is East Croydon. You can then take either a number 3 tram (toward New Addington) and alight at Gravel Hill or one of the several buses that serve the area; 433, 130 or 466.

### By Tram

There is a wide footpath (keep to the right hand side) which runs from the tram stop past the back of John Ruskin College, Gilbert Scott Primary School and Red Gates School, finishing in the corner of Farnborough Avenue. This walk takes about 12mins. The Academy is located on the right hand side in Farnborough Avenue.

**By Bus:** Bus routes: 433, 64, 130, 466, 359.

## The Quest Academy

Farnborough Avenue, South Croydon, CR2 8HD

📞 020 8657 8935

✉ [office@thequestacademy.org.uk](mailto:office@thequestacademy.org.uk)

🌐 [www.thequestacademy.org.uk](http://www.thequestacademy.org.uk)