



Edgbarrow School



APPLICATION PACK



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Dear Applicant

Thank you for taking an interest in the advertised post at Edgbarrow School. We hope you find the information helpful in making your decision to proceed further in the application process. We make every endeavour to provide all candidates with equality of opportunity in the selection process. If you have any additional queries please do not hesitate to contact the school.

Edgbarrow School is an 11-18 mixed comprehensive academy and is a founder member of the Corvus Learning Trust. The school serves the students of Crowthorne Village in Bracknell Forest. There are about 1450 pupils on role of which 330 are in the sixth form. Further information regarding the school can be obtained by visiting the school website at www.edgbarrowschool.co.uk.

Applications from suitably qualified and experienced candidates should be submitted to the school address or emailed to recruitment@edgbarrowschool.co.uk. This post is subject to an enhanced criminal record check and references.

Edgbarrow School is an outstanding, happy, and caring school and we look forward to receiving applications from suitable candidates for this important post. I would like to take this opportunity of expressing my best wishes to all those who apply and, whether or not you are successful in this particular application, to wish you success in your future career.

Yours sincerely

Mr Stuart Matthews
Headteacher

School Information & Vision



Thank you for your interest in this post. The enclosed literature is intended to give a better understanding of Edgbarrow School.

Edgbarrow School is a larger than average secondary school, one of six secondary schools within the Bracknell Forest borough, and the only one in the village of Crowthorne. The school is regularly oversubscribed, attracting over 600 applications for 210 places in 2018. Also, the sixth form has grown considerably in the last five years (180 to 330) and we are predicting a further growth.

We are very fortunate to have a stable, professional and highly committed group of teachers and support staff who work together to ensure that each student receives the best educational experience. Visitors, including parents, contractors and outside agencies frequently comment on the positive atmosphere that pervades the school, from a warm welcome at our reception that continues to be felt around the site. We are very proud of our students' attitude towards their school, learning and the way they behave.

Our Vision

Edgbarrow School is a learning community where all students and staff:

- Enjoy school life and are supported in achieving their full potential in their academic, creative and physical, moral, spiritual and personal development.
- Understand that learning and teaching have the highest priority and benefit from working within a vibrant, purposeful environment.
- Know that they can make a positive contribution and are valued as individuals, fostering mutual respect within a safe, caring and supportive community.
- Have the opportunity to develop their talents and acquire skills for life-long learning in an increasingly technological society.
- Are encouraged to be confident, motivated, healthy, enterprising and responsible citizens.



In order to help you understand the school and our priorities, we have tried to identify what defines Edgbarrow for those of us who work here. These can be summarised under the following headings:

1. Achievement

- Attainment – excellent results at all key stages
- Progress – excellent progress made by all students

2. Reputation

The school at the centre of the community that trusts its young people will be cared for and provided with opportunities to develop all skills and talents

3. Ethos

Staff and students enjoy purposeful working relationships to learn together in a safe, happy environment

4. Ambition

Purposefully driven to be constantly improving by committed and hardworking governors, leaders, teachers and support staff reflected in the manner in which students engage and behave

5. Post 16 Learning

Provision of an excellent resource to build a bridge between school and Higher Education or work.



Edgbarrow School

Job Description



Job Title:	Higher Level Teaching Assistant
Grade/Salary Scale:	Grade H
Hours of Work	35 hours per week, term time only + 5 days (8:00am – 3:30pm or 9:00am – 4:30pm to allow for before or after school invention)
Notice Period:	One month
Reports To:	Head of Department/s
Job Purpose:	The role of a HLTA is to work closely with a core department/s to support closing the gap with identified individuals or groups of individuals. To support the effective arrangements for catch-up tutoring for disadvantaged students.

Main Duties & Responsibilities

Under the instruction of Head of Department/s

1. Plan, prepare and deliver learning to individuals, small groups and/or classes modifying and adapting activities as necessary working with the classroom teacher
2. Assess, record and report on development, progress and attainment
3. Liaise with staff and other relevant professionals and provide information about pupils as appropriate
4. Use teaching and learning objectives to plan, evaluate and adjust lessons/work plans as appropriate within agreed systems of supervision
5. Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
6. Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate
7. HLTA are expected to undertake at least one of the following:
 - a. Provide specialist support to pupils with learning, behavioural, communication, social, sensory or physical difficulties
 - b. Provide specialist support to pupils where English is not their first language
 - c. Provide specialist support to gifted and talented pupils
 - d. Provide specialist support to all pupils in a particular learning area (e.g. ICT, literacy, numeracy, National Curriculum subject).

8. Develop and implement Individual Development Plans for pupils (such as Individual Educational Plans), including attendance at, and contribution to, reviews
9. Support the role of parents / carers in pupils' learning and contribute to meetings with parents / carers to provide constructive feedback on pupil progress/ achievement etc
10. Contribute to the development of policies and procedures
11. Support the delivery of external providers (tutors) to support closing the gap
12. Comply with policies and procedures relating to child protection, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person.
13. Actively support the School and Trust Equal Opportunities Policies.
14. Contribute to the overall aims and targets of the school, appreciate and support the roles of other members of the school work team and attend and participate in relevant meetings as required.
15. Be aware of and take part in the schools' performance management framework and participate in training and development activities as required. Performance managing designated Learning Support Assistants.
16. The post holder is responsible for ensuring that the school child safeguarding policy is adhered to and concerns are raised in accordance with this policy.
17. Carry out tasks as reasonably required by the Headteacher.

Such other duties as may from time to time be necessary, compatible with the nature of the post. It should be noted that the above list of main duties and responsibilities is not necessarily a complete statement of the final duties of the post. It is intended to give an overall view of the position and should be taken as guidance only.

Scope of Job (Budgetary/Resource control, Impact)

The post holder is line managed by the Head of Department/s

The post holder does not hold any budgetary responsibilities.



Edgbarrow School

Person Specification



Key Criteria	Essential	Desirable
Qualifications and Training	<p>Good literacy/numeracy skills</p> <p>Higher grade pass in GCSE Maths and English or equivalent</p> <p>HLTA qualification (For an appropriate candidate we would be prepared to pay for the qualification with training undertaken in the candidates own time)</p>	<p>Any appropriate SEND training/qualifications</p> <p>Level 3 Supporting Teaching & Learning in the Classroom</p> <p>Level 3 or above qualifications in Maths or English or related subjects</p> <p>Have undertaken appropriate first aid training.</p>
Competence Summary (knowledge, abilities, skills, experience)	<p>Experience of working with or caring for children in a learning environment</p> <p>Knowledge and understanding of child development, learning, the national curriculum and other basic learning programmes.</p> <p>Knowledge of relevant policies and legislation.</p> <p>Able to cope with personal needs of children and respond sensitively to pupils needs.</p> <p>Able to work effectively as part of a team, understand classroom roles and responsibilities and follow and interpret instructions and guidance.</p> <p>Able to use ICT to support learning and complete school administrative tasks.</p> <p>Able to relate to and communicate well with children and adults, motivate pupils to learn and respond sensitively and flexibly to children's competing demands</p> <p>Experience of KS3/4 Maths and English</p> <p>Experience in providing learning feedback to pupils</p> <p>Experience of being a self-starter, proactive in seeking innovative solutions to address gaps in learning</p> <p>Able to motivate student engagement</p>	<p>Previous HLTA experience in a secondary school environment.</p> <p>Experience of Annual Reviews</p> <p>Management Experience</p> <p>Experience in supporting students with GCSE Maths or English</p>
Work related personal requirements	Experience of dealing with parents and carers	

	<p>Commitment to continuing professional development.</p> <p>Able to coach and mentor others.</p>	
<p>Other work requirements</p>	<p>Suitable to work with children.</p> <p>Able to identify own training needs and actively seek learning opportunities, share knowledge with others, support their development and participate in training and development activities.</p>	



HOW TO APPLY

1. Complete the online application form by clicking on the 'Apply Online' button at the bottom of the advert.
2. References will be taken up for shortlisted candidates prior to the interview date. Corvus Learning Trust is committed to safeguarding and promoting the welfare of all students. Each student's welfare is of paramount importance. Successful candidates will be required to undertake an enhanced DBS check.
3. If you have any queries regarding this application process please contact our HR department on 01344 772658 or email recruitment@edgbarrowschool.co.uk

Salary:	<i>£18,902 per annum</i>
Contract Type:	<i>Fixed Term until August 2021</i>
Application closing date:	<i>24 August 2020</i>
Start Date:	<i>September 2020</i>



Further Information

School Links:

- [Edgbarrow School](#)
- [School Site Map](#)
- [Corvus Learning Trust Website](#)

PiXL

In the past four years the school has been a member of the PiXL group www.pixl.org.uk which has an enormous impact on how we work. It has helped to sharpen the focus not only of the SLT but also department leaders and Heads of Year.

Curriculum

The curriculum is organised within a two-week cycle. Each week is composed of 25 lessons, each lasting for one hour.

The Progress Department will work with students, both individually and in small groups, who need support to improve their Literacy skills.

Key Stage Four: Years 10 and 11 (ages 14-16)

All students study a core of subjects: English and English Literature, Mathematics, Science, Physical Education and PSHGEE (including Religious Education). Students may also be offered the opportunity to study Triple Science.

In addition students may choose four further subjects from:

- **GCSEs:**

Art, Business Studies, Computing, Design and Technology (Food Engineering & Product Design), Drama, Economics, French, Geography, German, History, Information and Communication Technology, Music, Spanish, Physical Education, Religious Education and Science. However, all students are required to select at least one E-Bacc subject e.g. Geography, History, Computing, French, German or Spanish.

- **BTECs, VCerts & Cambridge Nationals:**

Information Technology, Business Studies, Sport, Performing Arts and Health and Social Care.

Sixth Form: Years 12 and 13 (ages 16-19)

In Years 12 & 13 students generally follow three subjects, leading to a full A level qualification and/or a Level 3 BTEC.

- **A Level Courses:**

Art and Design, Biology, Business Studies, Chemistry, Computing, Design and Technology (Food Technology & Product Design), Economics, English Language and English Literature, French, German, Geography, Government and Politics, History, Mathematics, Media Studies, Music, Philosophy and Ethics, Photography, Physics, Psychology, Sociology, Spanish, Sport and PE and Theatre Studies.

- **BTEC Courses:**

Sport and Exercise Science, Business Studies, Health and Social Care and ICT.

Enrichment Opportunities

In addition to their examination courses, all students participate in an enrichment programme. This programme is focused on a range of activities designed to give students an opportunity to participate in, and benefit, their local community e.g. a range of sports teams, Duke of Edinburgh Award, Young Enterprise, Operation Wallacea as well as many department based clubs.

School Examination Results

- **Level 2 GCSE and BTEC**

We are very proud of the examination results achieved by our students over the past three years. Staff have worked hard with new data to track and monitor students and develop intervention strategies in order to help each individual to achieve their potential.

Whole School	P8	A8	A*-C EM	9-5 EM	9-4 EM
2019	tbc	55.59	N/A	65%	82%
2018	+0.43	56.3 (B)	N/A	65.1%	82.8%
2017	+0.36	55.27 (B)	N/A	63.2%	84.2%
2016	+0.51	58.90 (B)	95%	N/A	N/A

- **Level 3 A Level and BTEC**

In recent years we have worked hard to improve our examination results at post 16. A new Sixth Form building has certainly helped to provide an excellent learning environment and educational experience for our students. However, there is no doubt that staff have worked hard to develop the quality of teaching at post 16 and as a result the grades achieved by our students have improved significantly.

Whole School	A*-A	A*-B	A*-C	Overall Pass Rate
2019	27%	52%	77%	98%
2018	37%	58%	81%	99%
2017	44%	64%	86%	100%
2016	45%	68%	87%	100%



