

Hope Sentamu Learning Trust is a growing multi-academy trust for both primary and secondary schools along with Alternative Provisions.

Since the merger between Hope Learning Trust and the Sentamu Academy Trust, we continue to develop and grow so that everyone in our communities is given the opportunity to thrive. Schools across both the Trusts had previously been working together, so we already have a family of schools who share best practice. Each one of our schools has its own distinctive character, identity and strengths which it brings to the Trust so that we all benefit from each other. We have a very bright future ahead!

Our Vision

Our vision is really very simple. We aspire to provide a place where children and young people can thrive. The aspirations for our existing academies and those joining us are to establish environments where young people thrive. We want our schools to be places where children and young people thrive as active learners; compassionate, kind and creative individuals; caring and engaged citizens; and spiritual beings. We aim to grow together, to serve one another and nurture our children and young people.

In a world of turmoil we offer schools the opportunity to concentrate on teaching and learning, providing you with peace of mind as we look after everything else. Hope Sentamu Learning Trust presents opportunities and expectations that promote success.

As a Trust, we want every young person to experience great teaching, so we place the highest value on developing colleagues at all levels.

By working together we can ensure:

- all children and young people have a school in which to thrive as learners, as individuals, as citizens and as spiritual beings
- all staff and all governors are nurtured
- all children develop spiritually as well as academically
- no school is left behind regardless of its context and challenges, whether these are around size, rurality or levels of deprivation
- that all governance is highly effective in supporting and challenging the local schools
- a better use of resources by collectively sharing central services
- a provision of effective teachers and support staff, sometimes working across schools in new and imaginative ways
- access to training, support and external validation from a team of highly experienced educational consultants who will also support, question and challenge
- a link to a Teaching School to train the next generation of teachers and to support and develop others
- access to national resources such as capital grants through the EFA and other funding only being made available to MATs

Good luck with your application and I look forward to hearing from you

Helen Winn
Chief Executive Officer



At Poppleton Ousebank, we begin caring for a child as soon as the family walks through the door. We believe that each step of a child's education is as important as the one before.

With this in mind, we continue to provide inspiring and memorable learning experiences throughout their learning journey. We recognise that children learn in different ways, that they learn best when their emotions are engaged and that learning should be fun, creative and relevant.

The school aims to provide a world class curriculum that inspires and challenges all learners and prepares them for the future – a curriculum that promotes the fusion of excellence and enjoyment, encouraging children of all abilities to question, be curious and aspire to be amazing.

We believe that the greatest gifts a child can receive are an opened mind, a caring heart and ignited creativity. The school will provide opportunities that promote respect, tolerance, empathy and the celebration of the rich and diverse world in which we live. Our school will be a place where we 'Capture the imagination of young minds'. A place where everyone shines with possibility.

Please do come and visit! Tours of the school are welcomed and recommended. I would love to show you our school, for you to truly get a feel for us here at Poppleton Ousebank.

Job Details

All posts at Poppleton Ousebank Primary School involve at all times seeking to further the mission, values and strategic aims of the school; accepting responsibility for the implementation of school policy, procedures and other guidance as set out in the Staff Handbook and elsewhere; working positively, flexibly and co-operatively both with colleagues and as appropriate with those outside school; and the setting of high standards.

All roles involve responsibilities and expectations as set out in the appropriate national standards and in the school's role specifications and documentation.

All members of staff are expected to promote and safeguard the welfare of students in accordance with the Safeguarding Children in Education Act, including maintaining clear professional boundaries in all relationships; to promote an anti-racist, multi-cultural approach; in line with school policy. Additional duties may be asked of members of staff by the Headteacher as occasion requires.

The generic role specifications below are offered in good faith as a guide to professional practice in the expectation that staff will seek to approach them in a professional manner. All role specifications are subject to revision in the light of changing circumstances.

Good luck with your application and I look forward to hearing from you!

Estelle O'Hara
Headteacher



Job Title		Job Category	
Grade & Salary Range		Hours of Work	
Location		Travel Required	
Position Type		Line Manager	
Date Posted		Posting Expires	
Interviews to be held		Start Date	

Application Process

Please complete the online application form to apply for this role. All candidates are advised to refer to the job description and person specification before making an application. You should use the information supplied with in the Job Description & Person Specification to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. Your application may be viewed in regard to some or all of the skill specific areas over the course of the selection process. Applications via agencies will not be considered.

Job Details

Hope Sentamu Learning Trust is committed to safeguarding and protecting our children and young people and expects all staff and volunteers to share this commitment. All posts are subject to a safer recruitment process which includes enhanced criminal records and barring checks, scrutiny of employment history, robust referencing and other vetting checks.

Our safeguarding system is underpinned by a range of policies and procedures which encourage and promote safe working practice across the Trust. On joining you will be required to undergo continuous professional development to maintain safe working practice and to safeguard our children and young people.

School / Academy Contact

For any queries regarding the role, please contact the school directly or alternatively you can contact the Recruitment Team via recruitment@hslt.academy

Job Description

Job Title	General Teaching Assistant – Early Years
Grade	C
Responsible To	Headteacher/ Higher Level Teaching Assistant / Senior Advanced Teaching Assistant / SENCO & EYFS Lead / Inclusion Manager
Staff Managed	None
Job Family	Teaching Assistants
Job Purpose	Support learning and development of groups of children, within the planning framework developed by the teachers. Work collaboratively within the nursery team, complementing the work of teachers, and key workers.
Job Context	The postholder will work in an early years setting within a school or in a linked setting. Enhanced DBS clearance is required. This role involves spoken communications so a confident use of English Language is required.
Accountabilities / Main Responsibilities	
Operational Issues	<ul style="list-style-type: none"> • Work within the framework of core provision plans, medium and short term plans to support children’s learning and development. • Make observations as required and contribute to the on-going observational assessment of children’s learning and development including acting as a keyworker. • Engage with children to develop sustained, shared thinking, and promote the characteristics of effective learning, as defined in the EYFS. • Support children during lunchtimes.
Communications	<ul style="list-style-type: none"> • Under the general direction of the teacher participate in establishing and maintaining effective relationships with pupils, parents/carers and with other agencies/professionals. • Communicate effectively with all pupils, families, carers and other agencies / professionals
Resource Management	<ul style="list-style-type: none"> • Prepare and maintain the learning environment, with reference to provision plans and identified enhancements. • Carry out routine tasks to support the work of teacher, HLTAs and ATAs. • Support the use of ICT and adhere to relevant policies.
Safeguarding	<ul style="list-style-type: none"> • To be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate • Know about data protection issues in the context of your role. • Maintain confidentiality as appropriate • Have an awareness and basic knowledge where appropriate of the most recent safeguarding legislation.
Systems and Information	<ul style="list-style-type: none"> • Share information confidentially about pupils with teachers and other professional as required. • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality. • Participate in staff meetings.
Data Protection	<ul style="list-style-type: none"> • To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.
Health and Safety	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. • To work with colleagues and others to maintain health, safety and welfare within the working environment.

<p>Equalities</p>	<ul style="list-style-type: none"> • We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities. • Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement. • Develop own understanding of equality issues.
<p>Flexibility</p>	<ul style="list-style-type: none"> • Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. • Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager. • Permanent & significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures
<p>Customer Service</p>	<ul style="list-style-type: none"> • The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. • The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values. • Understand your own role and its limits, and the importance of providing care or support.

Person Specification

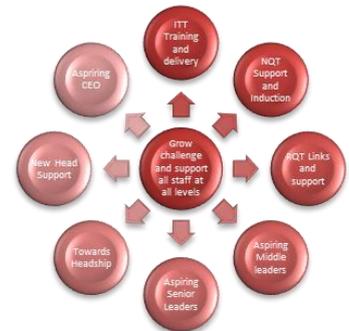
Job Title	General Teaching Assistant – Early Years	
Grade	C	
Responsible To	Headteacher/ Higher Level Teaching Assistant / Senior Advanced Teaching Assistant / SENCO & EYFS Lead / Inclusion Manager	
Staff Managed	None	
Job Family	Teaching Assistants	
	Essential	Desirable (if not attained, development may be provided for successful candidate)
Knowledge		
	<ul style="list-style-type: none"> • An awareness of child/young person’s development and learning • An understanding that children/Young people have differing needs 	<ul style="list-style-type: none"> • Good understanding of child development and learning processes • Knowledge of Behaviour management techniques • Knowledge of Child Protection and Health & Safety policies and procedures • Knowledge of inclusive practice
Experience		
	<ul style="list-style-type: none"> • Experience appropriate to working with children in an learning environment 	
Occupational Skills		
	<ul style="list-style-type: none"> • Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers • Good reading, writing and numeracy Skills • Demonstrable interpersonal skills 	<ul style="list-style-type: none"> • Basic ICT Skills
Qualifications		
	<ul style="list-style-type: none"> • Relevant NVQ Level 2 qualification or equivalent 	<ul style="list-style-type: none"> • Relevant NVQ level 3 • Appropriate first aid training such as Paediatric First Aid (<i>Dependent on the settings needs</i>)
Other Requirements		
	<ul style="list-style-type: none"> • Enhanced DBS clearance • To be committed to the setting’s policies and ethos • To be committed to Continuing Professional Development • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes • Ability to use authority and maintaining discipline • Confidentiality • Ability to work successfully in a team • Flexibility 	

Benefits of working at Hope Sentamu Learning Trust

Continuing Professional Development (CPD)

Hope Sentamu Learning Trust is committed to the professional development of all staff and is supported by the Education Team at the Diocese of York. This provides the opportunity for further CPD, networks and training to share best practice, as a member of a wider partnership of 125 diocesan schools and multi-academy trusts, across eight local authorities. We also have a bespoke Career Pathways Programme to ensure that we recruit, develop and retain the very best colleagues.

From ECT through to CEO, the Trust links with the Ebor Hope Teaching Schools Alliance, to provide high-quality, relevant training for all staff at all levels, pushing challenging, supporting and nurturing, enabling all members of the team to succeed, develop and aspire to the next challenge.



Pension Scheme

As an employee of the Trust you are offered membership of either the Teachers' Pension Scheme; or for support staff, the Local Government Pension Scheme. As well as employee's paying contributions into the scheme (banded, based on earnings level) Hope Sentamu Learning Trust also pays into the scheme on your behalf. For more information please visit: www.teacherspensions.co.uk www.nypf.org.uk

Cycle to Work Scheme

For staff who wish to purchase a bike for the purpose of travelling to work this can be done via Cyclescheme. You purchase the bike you want via the scheme and Hope Sentamu Learning Trust pays the initial cost upfront and then you pay for it directly from your salary on a monthly basis (12 months is the usual duration). The deductions for the cyclescheme are taken from your gross pay each month so your taxable pay is lower than it otherwise would be. For more information visit www.cyclescheme.co.uk



Our Family

Our schools are places where young people can grow and excel and where colleagues strive to generate a culture of excellence and are innovative and collaborative.

As a Trust, we believe that by growing together as a family, belonging to a community with common goals and ambitions for its young people and having a central understanding that we should all put others needs before our own, we will succeed.