



Enriching lives

Unleashing possibilities

Building futures



Ethos, Virtues and Values

*Enriching Lives
Unleashing Possibilities
Building Futures*

The Opossum ethos is based on our core belief that all pupils deserve high quality education, which engages, inspires and challenges; to ensure that everyone meets their full potential. We strive to create safe and happy learning environments, which promote independence and high expectations of all. We are committed to providing opportunities, which promote open mindedness, empathy and celebration of the rich and diverse communities, which we serve, aiming to ensure that everyone is able to contribute positively to society. We are dedicated to promoting healthy lifestyle choices so that our pupils develop physically, emotionally and morally. We are determined that our pupils will be successful and will leave us as confident, highly educated members of the community.

We do this by:

- Raising achievement through quality first teaching, which enthuses and motivates; aspiring all to fulfil their potential.
- Ensuring pupil voice is at the heart of all we do to enable children to become confident, resilient and reflective independent learners.
- Offering a broad and varied curriculum, which ensures all children can read, write and are numerate.
- Having an open and welcoming environment where everyone feels welcome and included.

To fulfill these aims, Opossum believes that the development of staff is crucial; we therefore have strong Professional Development provision for the whole staff team. We ensure that every individual has a 'Pathway to Success' programme which enables all staff members to develop professionally, ensuring that everyone reaches their full potential. We believe that our **staff are our greatest resource** and therefore we ensure that we invest in all members of the team across our family of schools.

Accreditation

At Opossum, we recognise the importance of working with outside agencies to quality assure the work we do, ensuring that the offer we provide is the very best it can be. Across our schools, the following accreditations are currently held:

- Pan London Quality mark, Gold award for Professional Development
- AfPE with distinction for the work we do in Physical Education
- UNICEF Rights Respecting Award, Level 1 for embedding a rights respecting ethos across the school, UNICEF Rights' Respecting Award, Recognition of Commitment
- Healthy Schools London award, Bronze and Silver
- Outstanding categorisation, Ofsted

Our Federation

Opossum is a family of schools located in east London, in the borough of Waltham Forest. It is committed to transforming and enriching the lives of the community it serves.

The Opossum Federation which was formed in 2014 currently comprises four primary schools in east London and works in partnership with other schools through informal networks or Service Level Agreements.

The Federation is built on three core objectives enriching lives, unleashing possibilities and building futures; these aims are at the heart of all we do within our family of schools. We strive to ensure that our schools retain their individual identities whilst ensuring that they are reflective of our Federation's ethos.

We aim for our schools to be inclusive organisations, where we recognise and celebrate all abilities and encourage our pupils to become independent thinkers. Staff from across our federated and partner schools support each other and work successfully in partnership to ensure all the pupils in our community receive the best education possible.

By working in partnership, with a view to positively sharing our knowledge, experiences and skills we are confident we can benefit, not only as individuals, but also as a collective.

Our Locations

Dawlish and Newport Schools are located in Leyton, east London – the schools are approximately a 10 to 15-minute walk from Leyton and Leytonstone underground stations and Leyton Midland overground trains. The schools are in very close proximity, less than 5 minutes' walk apart. Leyton is a diverse, multi-cultural community, which, alongside neighbouring Stratford, is undergoing rapid regeneration, making it an exciting part of London to live and work.

Situated on the Central Line, Leyton is very accessible and a good base from which to explore all that London has to offer. We are one stop from the Olympic Park and the Westfield shopping precinct in Stratford. A mere 12 minute tube ride to Liverpool Street, a very popular area of London for bars and restaurants, 25 minutes from Oxford Circus in central London or approximately 15 minutes from Epping Forest.

Thorpe Hall Primary School is located Walthamstow, east London. The school is a 20-minute walk from Wood Street overground station or a short bus ride from Walthamstow Central transport hub. Thorpe Hall and Oakhill Primary Schools both have car parks. Oakhill is located a short distance from Thorpe Hall in Highams Park. The nearest over ground station is Highams Park, which is a 10-minute walk from the school and a 20 minute train ride from Liverpool Street. The school is on the edge of Epping Forest which makes it a great place to enjoy outdoor activities.

The Federation works closely with partner schools across and outside of London and internationally. Members of the leadership and wider staff teams work alongside colleagues in a range of contexts to support the practice of others and to further develop our own. We are deeply committed to collaboration, in recognition of the gains that can be made from working together.

Opportunities at Opossum Federation

At Opossum, we believe that all pupils deserve high quality education which engages, inspires and challenges; so that everyone meets their full potential. We strive to create safe and happy learning environments which promote independence and high expectations of all. We are committed to providing opportunities which promote open mindedness, empathy and celebration of the rich and diverse communities which we serve; so that everyone is able to contribute positively to society. We are dedicated to promoting healthy lifestyle choices so that our pupils develop physically, emotionally and morally. We are determined that our pupils will be successful and will leave us as confident, highly educated members of the community.

We are looking for an enthusiastic and committed Higher Level Teaching Assistant to join our team in as soon as possible. The successful candidate will be based **at Newport School**.

Salary: Scale SO1 point 23-25 (£30,585-£31,557) pro rata equating to £26,748-£27,598) per annum

Hours: Monday to Friday – 36 hours per week – Term Time Only (45.6 weeks a year)

Start Date: As soon as possible

We are looking for someone with:

- A positive outlook who is able to ensure the children are at the heart of all your actions
- A passion for empowering children to reach their maximum potential
- Has experience of working with children with additional or special needs
- Excellent written and spoken communication skills
- Excellent ICT competency in all Microsoft Packages and a working knowledge of Apple systems.
- Excellent organisational skills
- Ability to use own initiative and work as part of a team
- Ability to work in a highly pressured environment to meet demands and deadlines
- Willingness to work flexibly

To download an application pack, please visit our website at www.opossumed.org.uk. Please submit all completed Applications to Eve Cherrington, Eve.cherrington@opossumed.org

Only applications submitted on the school's application form will be considered.

**Closing dates for applications is Monday 5th July 2021, 12.00pm.
Interviews will be weeks commencing 12th July 2021**

*All posts are subject to an enhanced DBS clearance and satisfactory references.
Candidates are required to submit a self – disclosure form with their application.*

JOB DESCRIPTION

Major Tasks, Duties and Responsibilities

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. 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 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.

Key External Contacts

- Parents, Carers, Local Authority school advisers, External Agencies

Key Internal Contacts

- Head Teacher, Teaching staff, pupils, support staff

Support for Pupils

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Develop and implement Individual Learning Plans
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

Support for the Teacher

- Organise and manage appropriate learning environment and resources
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests
- Production of lesson plans, worksheet, plans etc.

Support for the School

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Deliver out of school learning activities within guidelines established by the school
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class

Support for the Curriculum

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- 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
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

Other requirements:

- To attend and participate in staff meetings.
- To participate in training and performance management as required.
- To have an up-to-date Enhanced DBS Disclosure.

PERSON SPECIFICATION

(All of the below points are essential for the role)

1. Experience

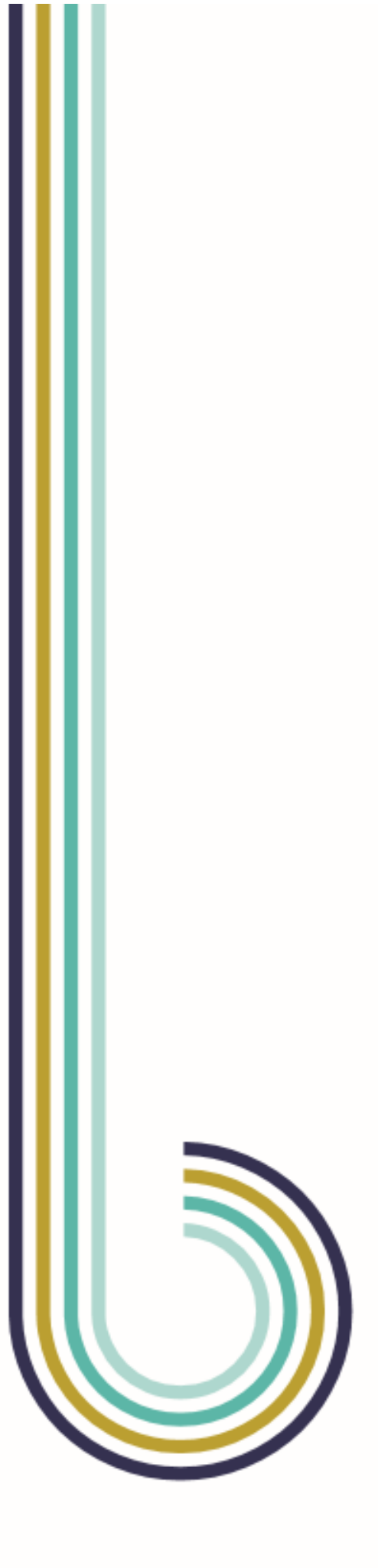
- 1.1 Experience working with children of relevant age in a learning environment

2. Qualifications/Training

- 2.1 Meet Higher Level Teaching Assistant standards or equivalent qualification or experience
- 2.2 GCSE grade c and above in English and Maths
- 2.3 Training in relevant learning strategies e.g. literacy
- 2.4 Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT

3. Knowledge, Skills and Abilities

- 3.1 Can use ICT effectively to support learning
- 3.2 Full working knowledge of relevant policies/codes of practice/legislation
- 3.3 Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies
- 3.4 Good understanding of child development and learning processes
- 3.5 Understanding of statutory frameworks relating to teaching
- 3.6 Ability to organise, lead and motivate a team
- 3.7 Constantly improve own practice/knowledge through self-evaluation and learning from others
- 3.8 Ability to relate well to children and adults
- 3.9 Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these



Contact:

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