

# BYRON WOOD ACADEMY



Astrea Academy Trust  
INSPIRING BEYOND MEASURE

**Higher Level Teaching Assistant**

**CANDIDATE PACK**



BYRON WOOD  
ACADEMY



# Open Letter from our Principal

Dear Candidate,

Thank you for your interest in joining our team at Byron Wood Primary Academy.

At Byron Wood Primary Academy our vision is to provide an inclusive environment where children participate, reach their potential and are proud of their achievements. All children will: gain experiences which enrich their lives, become responsible members of society and be ready for secondary school.

We aim to establish a strong partnership with parents/carers in order to help build an environment where children can thrive and reach their full potential.

Both teaching and non-teaching staff have a crucial role to play in the success of our Academy, and all are committed to creating an excellent learning environment for our pupils and helping them to achieve their full potential during their time here.

As part Astrea Academy Trust we have a strong commitment to our staff's well-being and professional development and can provide a comprehensive set of benefits. We want our staff to enjoy working with us, to be professionally challenged and to feel that they have all the support that they need to do their job to the best of their ability. All staff will be part of our performance management programme which ensures regular performance reviews to identify development needs and supports career progression.

Best Wishes,

**Bee Wood**

**Principal at Byron Wood Academy**

details on our vibrant and diverse [school](#)



## We can offer you:

*Enthusiastic and caring children who are keen to learn.*

*An opportunity to be part of an inspiring team that plays a central role in the broad and diverse community it serves.*

*An opportunity to make a difference to the lives of the young people and families.*

*Commitment to your continuing professional learning and career development.*

*A hardworking team who are committed to promoting high achievement across the curriculum and school.*

*A good humoured, industrious, highly skilled and enthusiastic staff team.*

*Supportive and effective leadership.*

*Access to the Teacher's Pension Scheme and our Employee Assistant Programme.*

*Astrea Academy Trust is fully committed to being diverse and inclusive workforce where together we can embrace each other's unique individuality, background and heritage. We believe that by reflecting and representing the communities and people we serve, we will better and further the life chances of our pupils.*



# Job Description

**JOB TITLE:**

Higher Level Teaching Assistant

**SALARY RANGE:**

Grade 5, SCP 15 - 20  
£27,803 - £30,296 (FTE)

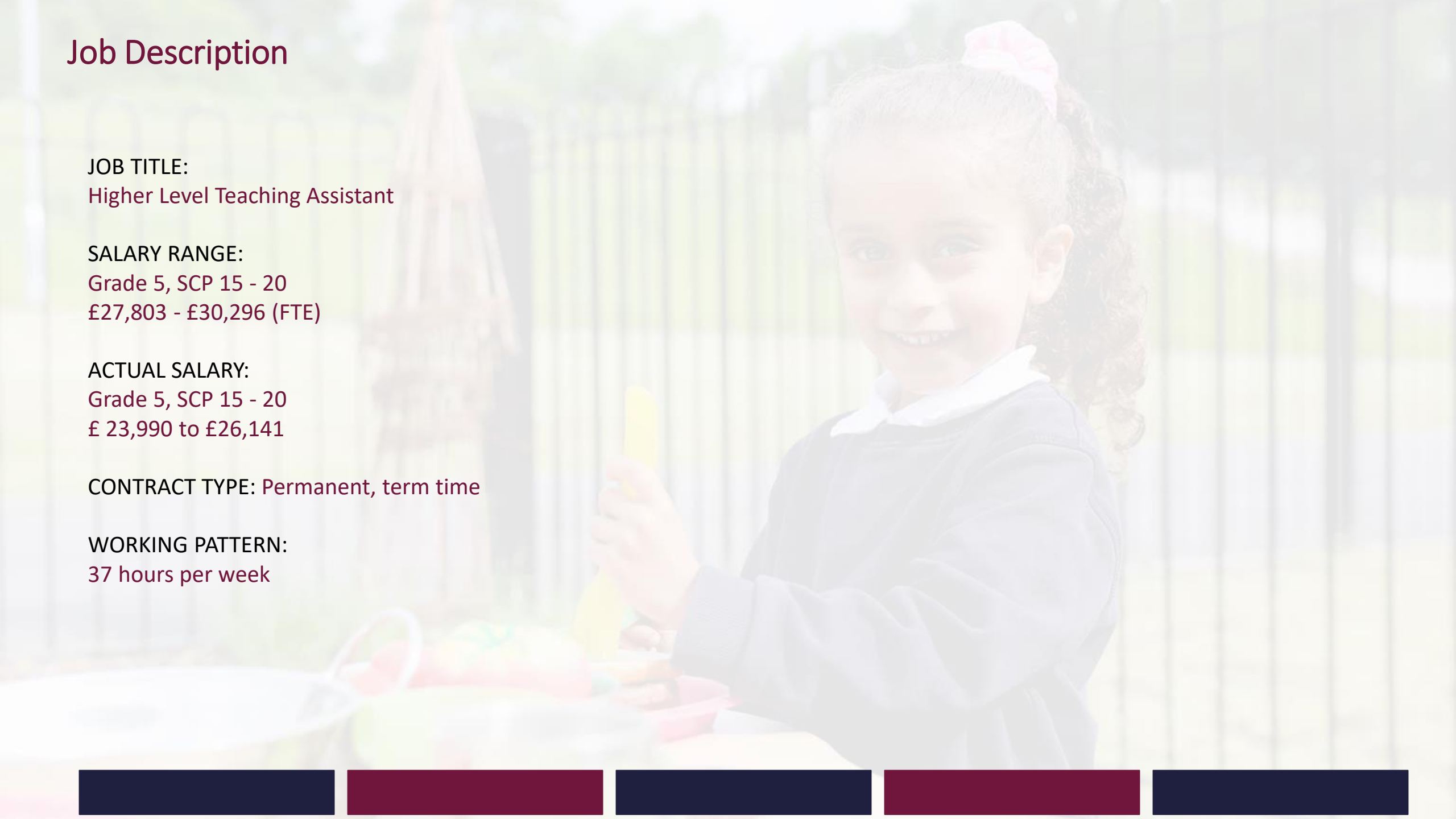
**ACTUAL SALARY:**

Grade 5, SCP 15 - 20  
£ 23,990 to £26,141

**CONTRACT TYPE:** Permanent, term time

**WORKING PATTERN:**

37 hours per week





# Role Description

## Purpose

- All aspects of the job description are to be carried out within a system of supervision by qualified teachers, except for small-group interventions.
- To complement teachers' delivery of the national curriculum and contribute to the development of other support staff, pupils and Academy policies and strategies for Pupil Premium pupils.
- To work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/ preparation of resources for Pupil Premium students.
- To provide support for pupils, the teacher and the school in order to raise standards of achievement for all Pupil Premium pupils, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

## Main Duties and Responsibilities

### Key Accountabilities

- Plan and prepare lessons with teachers, participating in stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.
- Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil needs.
- Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with Academy policies and procedures.

### Teaching and Learning

- Within an agreed system of supervision and within a pre-determined lesson framework, teach intervention classes.
- Within an agreed system, support our MFL teacher in delivering and supporting the teaching across the Academy.
- Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils.
- Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.

- Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom and interventions.
- Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others.
- In accordance with arrangements made by the Principal, progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes under teacher supervision.
- Organise and safely manage the appropriate learning environment and resources.
- Promote and reinforce children's self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance.
- Assist the class teacher in encouraging acceptance and integration of children with special needs, or from different cultures and/or with different first language.
- Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

### Monitoring and Assessment

- With teachers evaluate pupils' progress through a range of assessment activities. Look to plan activities which close the gaps or extend/challenge pupils.
- Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- Monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.
- Assist in maintaining and analysing records of pupils' progress.
- Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.
- Support the teaching staff with reporting pupils' progress and achievements.
- Contribute to the overall ethos, work, aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested.

# Role Description

## Main Duties and Responsibilities continued...

### Behavioural and Pastoral

- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
- Understand and implement school child protection procedures and comply with legal responsibilities.
- Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.
- Provide support and assistance for children's pastoral needs, for example, dressing, caring for sick, injured or distressed children.
- Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
- Supervise pupils in the playground and plan and organise play time activities.
- Assist teachers by receiving instructions directly from professional or specialist support staff involved in the children's education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists.

### General

- Any other duties required by the class teacher, Director of Inclusion, or the Principal, which is within the scope of this post.
- To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.
- To promote the safeguarding of children.
- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- To undertake other duties appropriate to the post that may reasonably be required from time to time.

# Person Specification

## Experience

- Previous successful experience in a primary school setting
- Experience in relevant type of school/academy
- Evidence of contributing to extra-curricular activities (desirable)

## Education and Qualification

- HLTA status or working towards
- Level 3 NVQ qualifications or equivalent
- GCSE grade C or above in maths and English
- An understanding of the educational development of pupils
- Knowledge of the primary curriculum
- Understanding and experience of assessment systems
- A clear understanding of supporting learning in the classroom
- Degree (desirable)

## Skills and Knowledge

- Ability to demonstrate effective behaviour management strategies
- An understanding of the educational development of pupils
- In-depth knowledge of the primary curriculum
- Willingness and ability to pursue professional learning/ qualifications for the post
- Effective teaching and learning strategies
- A commitment to inclusion and pupil wellbeing
- High expectations of self and others with a Professional demeanour
- Ability to relate well to children and adults
- Effective interpersonal skills
- Effective organisational skills
- Calm, positive and ability to work under pressure
- Confidence and commitment
- A willingness to work in any year group

### **This is not exhaustive.**

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy

# About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

## Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

## Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

## A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)



Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.

## Astrea Talent Programme

*We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.*



*All leaders demonstrate high ambition for the pupils. They know how to support teachers in ensuring that pupils make good progress and achieve well by the time they leave school. OFSTED July 2019*

[OFSTED report](#)