



Cherry Tree Academy
Higher Level Teaching Assistant - Application
Pack

Post Title	Higher Level Teaching Assistant - HLTA
Location	Cherry Tree Academy Cobblers Lane Pontefract WF8 2HN
Salary & Grade	Unqualified - Grade 6 SCP 12 – 17 Actual Salary £16,570 - £18,044 per annum Based on FTE £26,421 - £28,770 per annum Qualified - Grade 7 SCP 18 – 23 Actual Salary £18,357 - £20,117 per annum Based on FTE £29,269 - £32,076 per annum
Hours	27.5 hours per week Term Time Only Permanent

Waterton Academy Trust is looking to appoint an inspirational and ambitious HLTA to join the team at Cherry Tree Academy as soon as possible.

Cherry Tree Academy is on an exciting school improvement journey with all stakeholders firmly committed to providing high-quality education for all pupils. We seek to ensure that every pupil achieves their full potential and develops a sense of belonging to our school community and family of schools.

The Governors, leaders and children of Cherry Tree Academy are currently seeking a Higher Level Teaching Assistant to join the growing team as soon as possible, with dates to be mutually agreed. The successful candidate will work closely with the teaching staff supporting children with their learning and behavioural needs. This is an excellent opportunity for an ambitious and talented individual to take a key role in our team. We are looking for someone with a genuine passion for education – someone who is driven to make a difference to the lives of the children they work with.

Waterton Academy Trust is a forward thinking Multi Academy Trust of 13 partner schools, serving the Wakefield and Barnsley districts.

In choosing a Higher Level Teaching Assistant (HLTA), we will be looking for someone who:

- Is committed to inclusion and excellence
- Can facilitate PPA cover by covering classes across the full age range in school
- Has the highest expectations of themselves and others
- Has a willingness and ability to obtain and/or enhance qualifications and training for development within the post
- Demonstrates good language and numeracy skills
- Is able to assist the class teacher and other professionals as appropriate in the development and implementation of suitable educational activities
- Is able to plan, prepare and deliver lessons in conjunction with the class teacher
- Is able to monitor and assess children's progress through marking and providing clear feedback to the class teacher
- Is an excellent communicator and able to work well in a team
- Is a supportive and welcoming presence in the classroom and develop positive working relationships with parents
- Understands how children learn and use their initiative to meet individual's needs
- Is patient, nurturing, able to stay calm, listen, and value children's views

In return we can offer:

- The support and expertise of the school's leadership team and wider Trust School Improvement Team
- A modern, bright and spacious learning environment (recently developed and refurbished)
- The opportunity to work alongside colleagues who are wholeheartedly dedicated to the pupils and community they serve
- A commitment to support your continued professional development through a network of experienced professionals across the Waterton family of schools
- The opportunity to contribute widely to school improvement
- A health and wellbeing package

Next Steps

Interested candidates are encouraged to visit Cherry Tree Academy as this will increase your chances of being successful. To arrange a visit, or for further information, please contact the school office **01977 704138**. Visits to school will be conducted by Adam Dawson (Headteacher).

Applicants are requested to submit a completed application form which can be downloaded from the recruitment page of the trust's website www.watertonacademytrust.org/recruitment.

Completed applications are to be returned to THayes@watertonacademytrust.org or to the school address by the closing date below.

Selection Timeline

- **Closing Date:** Monday 24th June 2024 at midday
- **Shortlisting:** Tuesday 25th June 2024
- **Interviews:** Thursday 27th June 2024
- **Start date:** 1st September 2024 providing all pre-employment checks have been successfully completed

Dear Applicant

Thank you for your interest in this post at Cherry Tree Academy. We hope that this pack provides you sufficient insight and information to decide if you have the right qualities, skills and experience to apply for this exciting position.

Our Trust came in to being on the 1st September 2014. Our infant, primary, specialist and preschool sites are currently situated within the Wakefield and Barnsley areas and consist of well over 3500 pupils. To find out more about the work of the trust view [our most recent stakeholder report here](#).

This is an exciting time for all concerned with Cherry Tree Academy and the trust. The school is continuing to deliver improvements at pace and develop provision in many areas. The trust has recently broadened its offer, opening more preschools and specialist settings. Our renewed drive for excellence, both at school and trust level will undoubtedly lead to improved opportunities and outcomes for all.

People are at the heart of our organisation. We invest heavily in our children, staff, Trustees and Governors, ensuring that we all benefit from being part of the Waterton family. We seek to create a fertile environment for growth, to share best practice, develop expertise, draw on local, national and international research, and form partnerships within and beyond the trust.

Working for Waterton you will have the opportunity to shape the lives of not only those in your care within your own school, but contribute to the wellbeing of all those in the Waterton family. As a key leader in the development of our provision, you will also have the opportunity to work alongside partners from across the trust and the wider system leaders' network.

Given the trust's ambition for excellence, we are seeking to employ outstanding individuals to join our team. We require highly skilled professionals who will contribute to the development of our provision and support our academies in providing our children with the best possible learning experience. If this is you, then we would be delighted to hear from you.



Yours sincerely,



Dave Dickinson OBE
Chief Executive Officer



Foreword from the Headteacher

On behalf of the children, staff and Academy Standards Committee at Cherry Tree Academy we would like to thank you for your interest in joining us.



I joined the school in January 2023 and have worked with the staff team to improve learning experiences for children since then. I am proud to lead a dedicated and ambitious team and am passionate about improving the life chances for all of our children.

I was certain from my first impressions that Cherry Tree Academy was the perfect choice for me as Headteacher. I have been tremendously impressed by the whole school, especially the children. Every time I step onto the playground or walk around school, I am welcomed by a sea of inquisitive, smiling faces, eager to learn and proud of their school. Cherry Tree Academy is a great school with the

potential to be even better.

The school was inspected by OFSTED in January 2024. The journey of the school is an improving one with many positives highlighted including achieving 'good' for leadership and managements, as well as 'good' for behaviour and attitudes. Our EYFS provision has been highlighted as a 'strength of the school'.

We are determined to build upon this recent success further as we journey towards a 'Good' overall judgement. This is a very exciting time to join our staff team and we are looking to recruit teachers who are willing to contribute and make a difference. OFSTED praised our focus on prioritising improvements and the pace at which we, as a staff team, were able to implement these.

At Cherry Tree Academy we are committed to providing a stimulating, creative environment so that our children reach their full potential. We strive to deliver a curriculum that is diverse and varied.

We are proud of the progress we are making and look forward to hearing from applicants who are ambitious for our children and who will thrive on leading a team of aspirational professionals to drive for further improvement.



Adam Dawson
Headteacher



Since joining the school, I have been fully supported and provided with numerous opportunities to access a range of high-quality CPD. This has allowed me to further develop as a classroom teacher.

Jess
Class Teacher



About Our School

Cherry Tree Academy is a 1 & ½ form entry primary school serving the Pontefract community.

Ofsted (2024) recognised the positive improvement journey the school is on

- *“Leaders have high expectations for all pupils who attend Cherry Tree Academy. This includes pupils with special educational needs and/or disabilities (SEND)”*
- *“Pupils at Cherry Tree Academy are safe and they behave well in school and at breaktimes”*
- *“Early years is a strength of the school. The provision is carefully planned”*
- *“The school is considerate and aware of the workload and wellbeing of staff”*



The role is as rewarding as it is challenging and with the support of the Cherry Tree family, I am happier than I have ever been in my teaching career. It is truly a ‘family’ where we support each other on a daily basis. We have fun, we laugh and we work really hard to keep the children at the very centre of our focus.

Angela
Class Teacher



At Cherry Tree we thrive on the opportunity to make a positive change to the lives of children and their families.

Beth
Class Teacher

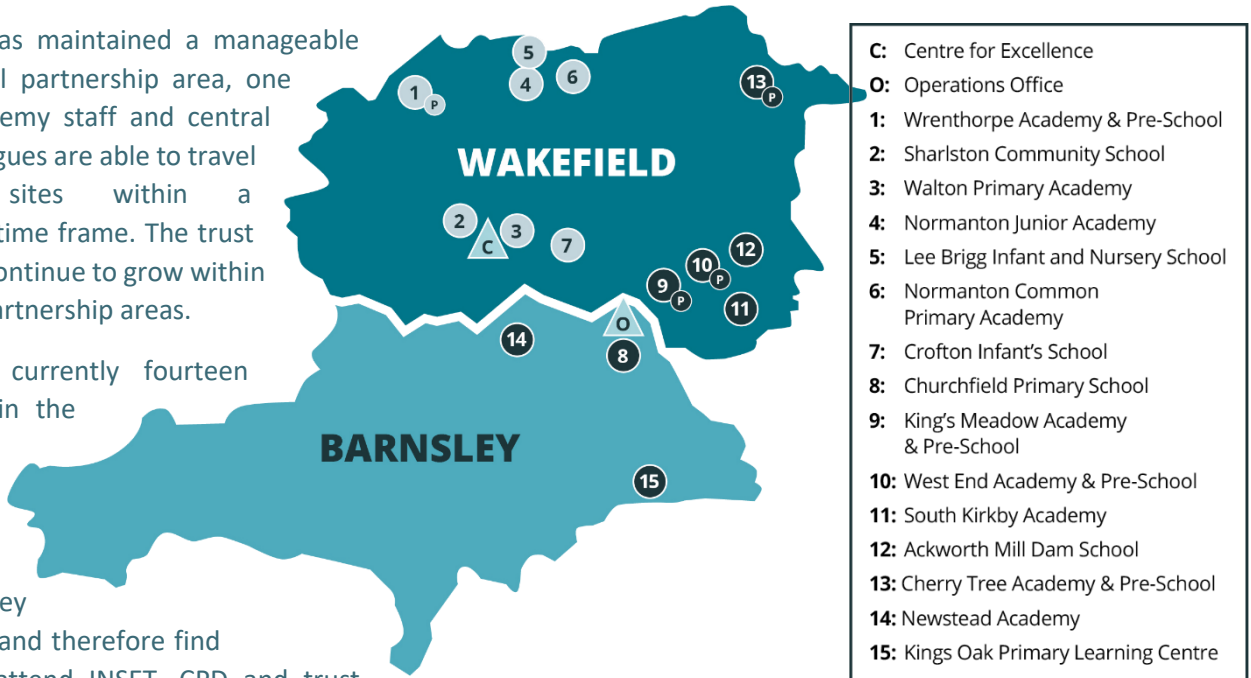


About the Trust

Investing in people and in partnerships is key to ensuring excellence and is something that as a trust we are extremely passionate about. We are proud to call ourselves an outward facing organisation and are advocates of sharing best practice and contributing to the wider system leaders' network. We encourage colleagues to take up opportunities and engage in projects outside of the trust.

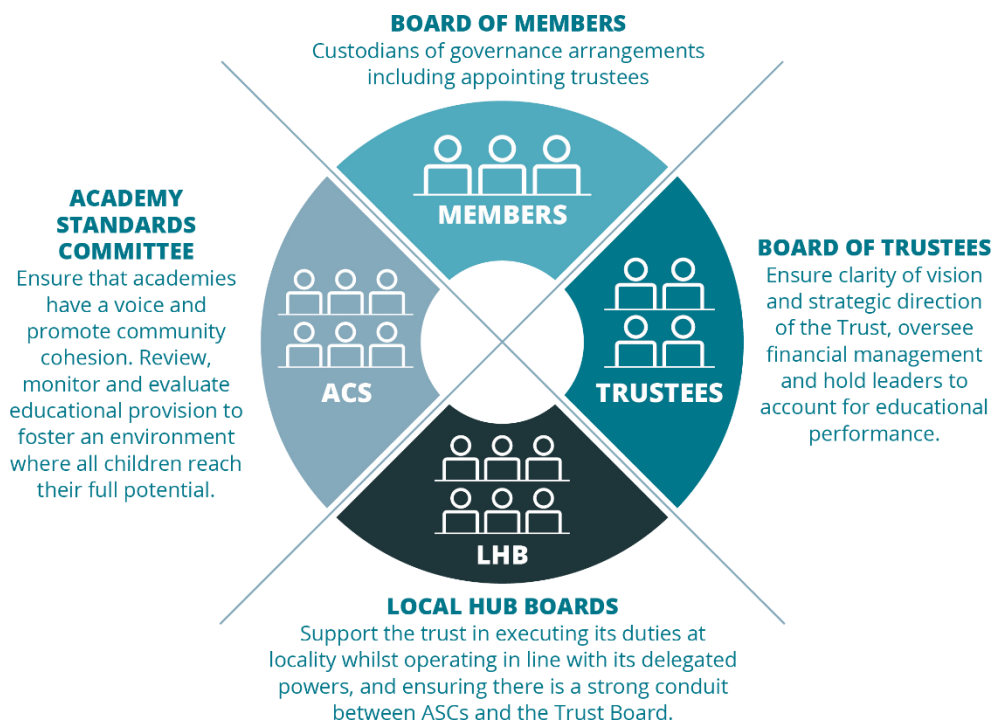
The trust has maintained a manageable geographical partnership area, one where academy staff and central team colleagues are able to travel between sites within a reasonable time frame. The trust intends to continue to grow within these key partnership areas.

There are currently fourteen academies in the trust, all are within the Wakefield and Barnsley boundaries and therefore find it easy to attend INSET, CPD and trust events. The trust has adopted a Hub Model to further support collaborative working and allow for future growth.

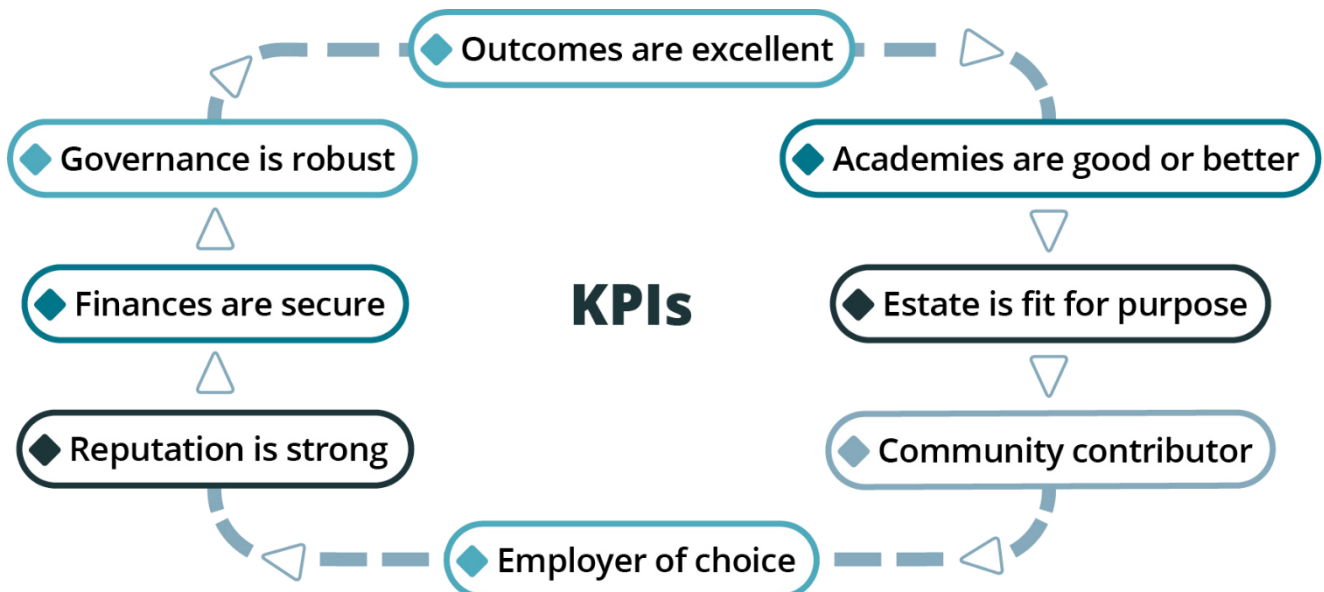


Governance

The trust model of Governance is based on two Geographical Hubs and is built to ensure scalability and clear lines of communication between all levels of Governance. The Members of Waterton Academy Trust commissioned a review of Governance by the NGA which took place during the academic year 17/18. This was a full 360-degree evaluation of our structures, systems and procedures. The review recommendations led to the restructure of Governance which has now been implemented.



Our Vision, Values and KPIs



Job Description

Title	Higher Level Teaching Assistant
Accountable to	Headteacher or Line Manager nominated by Headteacher

Purpose of the Post

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 pupils' achievement, progress and development.

Responsibilities

1. 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 Education 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.

2. 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.

3. 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, 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' interest and language and cultural backgrounds.

- Advise on appropriate deployment and use of specialist aid/resources/equipment.

4. 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.

Expectations of All Employees

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- **Additional Information**
- The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Responsibilities for Resources

Employees (Supervision):

None

Financial:

None

Physical:

Reports any faults in equipment and resources to Team Leader

Customers and Clients

To supervise and ensure the health and safety of children at all times.

Working Conditions

The post involves contact with people which through their circumstances or behaviour occasionally places emotional demands on post holder.

Characteristics of the post

The employment checks are required:

- Evidence of entitlement to work in the UK
- Evidence of essential qualifications – see page 1 of this job specification
- Two satisfactory references
- Confirmation of medical fitness for employment
- Registration with appropriate bodies (where applicable)

The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:

Evidence of a satisfactory safeguarding check e.g. DBS check at the relevant level.

Personal Specification

Title	Higher Level Teaching Assistant
Accountable to	Headteacher or Line Manager nominated by Headteacher

AF: Application Form

I: Interview

CQ: Certificates/Qualifications

R: Reference

OT: Occupational Task

P: Presentation

Education & Training		Essential	Desirable	How Identified
Formal qualifications & relevant training	Higher Level Teaching Assistant status OR willingness working towards this. (Level 4)	X		AF
	Level 2 Numeracy/ Literacy OR willingness to work towards	X		AF
	Training in relevant learning strategies e.g. literacy	X		AF
	Management qualification e.g. Level 3 ILM Certificate in First Line Management OR		X	AF
	Level 4 ILM Endorsed Certificate (Skills for Middle Leaders)		X	AF
	Specialist Skills/ Training in Curriculum or Learning area e.g. Bilingual, sign language, I.C.T.)		X	AF
Experience				
Ability to undertake duties of the post	Previous experience of working with children of the relevant age range in a learning environment	X		AF/I
Knowledge				
Includes abilities	Full working knowledge of relevant policies/codes of practice legislation.	X		AF/I

	Working knowledge and experience of implementing national/ foundation stage curriculum and other relevant learning programmes/strategies	X		AF/I
	Constantly improve own practice/ knowledge through self-evaluation and learning from others.	X		AF/I
	Good understanding of child development and learning processes	X		AF/I
	Understanding of statutory frameworks relating to teaching	X		AF/I
	Appropriate knowledge in First Aid	X		AF/I
Physical Skills				
	Effective use ICT to support learning	X		AF/I
Suitability to work with children and young people				
Issues relating to safeguarding and promoting the welfare of children and young people	Satisfactory DBS disclosure and standard Trust pre-employment checks	X		I/R DBS Disclosure
Additional Requirements				
	Willing to work flexibly in accordance with policies and procedures to meet the operational needs of the Trust	X		I
	Committed to professional development in connection with the post	X		I
	Work in accordance with the Trust's core values and behaviours	X		I
	Travel in connection with the post	X		I
	A commitment to safeguarding and promoting welfare for all	X		I

Next Steps

Interested candidates are strongly encouraged to visit Cherry Tree Academy to see for yourself the stunning school environment and meet key staff. To arrange a visit, or for further information, please contact the school office **01977 704138**. Visits to school will be conducted by Adam Dawson (Headteacher).

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Waterton Academy Trust is wholly committed to ensuring children and young people are fully supported and safe. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare and expect all staff and volunteers to share this responsibility. The Trust has policies and procedures relating to safeguarding and child protection available on request.

Waterton Academy Trust follows safer recruitment processes which all applicants will be subject to. This includes the interview process containing questions about the safeguarding of children and the disclosure of criminal records and other vetting checks.

An enhanced DBS check is required for the successful candidates, this process is completed by an online third-party company. All successful candidates are required to join the DBS update service with an annual cost of £13.

The position is also subject to two satisfactory references. Shortlisted candidates will be asked to provide details of any unspent convictions and those that would not be filtered, prior to the date of the interview.

We are committed to treating all applicants fairly and have a policy on the recruitment of ex-offenders which is available to applicants on request.

Waterton Academy Trust is wholly committed in ensuring that all employees, future employees and applicants are treated equally regardless of age, disability, gender reassignment, marriage and civil partnership, maternity, race, religion and belief, sex and sexual orientation.



I have worked for Waterton Academy Trust for nearly 7 years and during this time I've watched it grow into something unique and exciting, providing fantastic opportunities for both pupils and staff.

Pam
Chief Finance Officer





Watererton

Academy Trust



**Watererton Academy Trust,
The Grove,
Walton,
Wakefield,**

