



# Gothic Mede Academy Application Pack

## Higher Level Teaching Assistant (HLTA) 32.5 hours





## CONTENTS

1. Introduction
2. About BEST
3. About Gothic Mede Academy
4. How to Apply
5. Job Description
6. Person Specification

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# INTRODUCTION

Welcome to Gothic Mede Academy and the Bedfordshire Schools Trust. Thank you for expressing an interest in our current vacancies.

We have collated this application pack to provide you with all the information you should need to enable you to apply for one of these roles.

However, if you would like any further information or would like to make a visit to our academy, please contact:

**Thomas Clarke (Executive Principal) or Nicola Davis (Head of School)**

**[GMA-Office@bestacademies.org.uk](mailto:GMA-Office@bestacademies.org.uk)**

**Tel: 01462 732002**

**Gothic Mede Academy**

High Street, Arlesey, Bedfordshire SG15 6SL

**[www.gothicmede.org.uk](http://www.gothicmede.org.uk)**

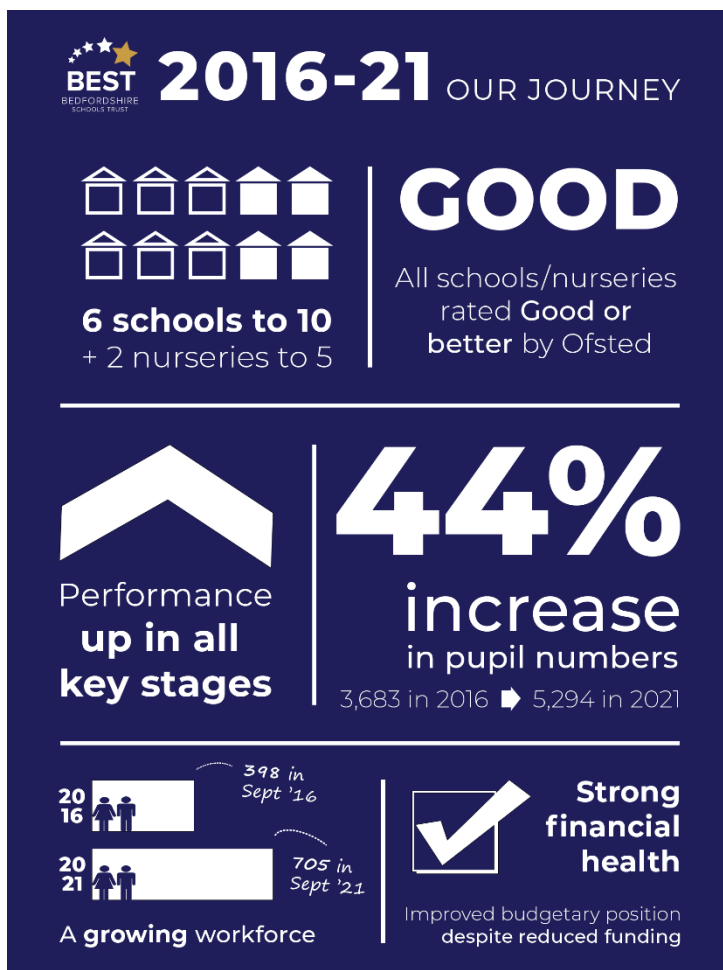


# ABOUT BEST

The Bedfordshire Schools Trust (BEST) is a multi-academy trust providing exceptional education across our community of 10 schools and five nurseries.

Since forming in 2016, we have grown significantly into one of the largest single employers in Central Bedfordshire.

We now educate more than 5,000 children across the area, from nursery age to advanced level study, and have over 700 members of staff.



*This infographic charting the journey of our trust was originally created for our 5 Years of BEST commemorative brochure which was produced in September 2021 – a digital version is available to read on our website*

It is our aim to grow the BEST in everyone, and everything we do is driven by our values. We will:



- Always put children first
- Collaborate to support and compete to challenge
- Provide community-based provision
- Have the courage to be compassionate

Our aims can only be achieved if we recruit, retain and develop the highest quality workforce – and we want those we employ to be valued in the workplace.

As a single employer, we are able to offer all our staff a fantastic range of benefits, including an excellent working environment, opportunities for career development and training, and discounts and deals that will help save you money.

Full details can be found in our BEST People staff benefits brochure, available for download from our MyNewTerm careers page, or on our website at

[www.bestacademies.org.uk/jobs](http://www.bestacademies.org.uk/jobs)

The first five years of BEST have been a real success story – and we are looking forward to an exciting future, too.

A primary-secondary model of education is being established to replace the current three-tier system in Central Bedfordshire, more schools are looking to join us as we seek to grow further, and performance across all key stages continues to improve.



# ABOUT GOTHIC MEDE ACADEMY

Gothic Mede Academy is a values-based lower school with approximately 300 pupils located in the centre of the small town of Arlesey.

In our most recent Ofsted inspection (March 2023), we maintained our Good rating.

Staff and governors are passionate and committed to the school being the best it can be, and we are driven to improve on this Good judgement, which was received in all areas in the inspection report.

Gothic Mede is a happy, nurturing and safe school where everybody challenges each other to be their best. All the children are given a variety of opportunities and experiences so that they can develop, ready for their next stage in education and for what they will encounter in life.

The school community's high expectations and ambition are reflected in the school motto: *Pride in ourselves, pride in our school, pride in our community.*

Joining Gothic Mede is an opportunity to be a part of a forward-thinking team where all staff are highly motivated and continually looking to improve our practice.

Being part of BEST also allows us to share good practice and liaise with other schools in the trust.



# HOW TO APPLY

We use an application form, rather than asking for CVs, for most vacancies. This ensures all applicants present their information in the same standardised format and tell us only what we need to know.

Apply online via the MyNewTerm website at [www.mynewterm.com](http://www.mynewterm.com) before the closing date.

**Closing date:** 9.00am, Monday 15<sup>th</sup> July 2024, 9am

**Interview date:** Tuesday 16<sup>th</sup> July 2024

BEST is an equal opportunities employer and we are committed to encouraging equality, diversity and inclusion among our workforce.

We are committed to safeguarding and promoting the welfare of children. All offers of employment will be subject to satisfactory pre-employment checks and references, including enhanced Disclosure and Barring Service (DBS) clearance.

Strictly no agencies.

Prospective candidates are encouraged to submit their applications as soon as possible as the Academy reserves the right to close the advert should we feel able to appoint an appropriate candidate.

**We look forward to receiving your application.**





# JOB DESCRIPTION

|                           |   |
|---------------------------|---|
| <b>Job Title</b>          | Higher Level Teaching Assistant (HLTA)  |
| <b>Based at</b>           | Gothic Mede Academy   |
| <b>Salary/Grade Range</b> | NJC Scale 4A Points 11-15<br>(FTE £25,979 - £27,803 pro rata - actual £19,868- £21,261)                                 |
| <b>Responsible to</b>     | Executive Principal   |
| <b>Hours</b>              | 32.5 hours per week, working Monday to Friday (8.15am to 15.45pm), term-time only (to include five staff training days) |

## PURPOSE OF ROLE

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 whole classes and monitoring pupils and assessing, recording and reporting on pupil's achievement, progress and development.

## DUTIES AND RESPONSIBILITIES

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
- Promote, facilitate and support inclusion of all pupils in learning, including the implementation of agreed Send Support Plans for any pupils with SEND
- 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
- Provide feedback to pupils in relation to progress and achievement





- Use effective behaviour management strategies, consistently in line with the school's policy and procedures

### Support for Teachers

- Organise and manage the teaching space and resources to help maintain a stimulating and safe learning environment
- Undertake a range of teaching activities with whole class, where appropriate, using a range of techniques to present learning tasks and curriculum content in a clear and stimulating manner in order to maintain pupils' interest and motivation and activities according to pupil responses/needs
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Provide accurate feedback to pupils and mark work pupils have completed
- Record progress in lessons/activities systematically and work with the class teacher to ensure future learning is relevant and appropriate, providing evidence of learning and progress
- To support expectations of pupil attitude and behaviour and assist in securing appropriate standards of discipline to create and maintain a purposeful, orderly and supportive environment for pupils' learning.
- Contribute to teacher meetings with parents, as required

### Support for the Curriculum

- Deliver the schools agreed curriculum, with high expectations
- Maintain familiarity with the relevant requirements of the curriculum to assist with the effective teaching of basic skills and support work and to ensure that opportunities are taken to develop pupils' learning and skills.
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Advise on appropriate deployment and use of specialist aid / resources / equipment as well as additional adults



## Support for the Academy

- Deal with any emergencies or problems which occur, in line with the school's policies and procedures
- Assist in the general efficient operation of the school, including providing cover for other support staff where necessary and as directed by the Head of School or Executive Principal
- Comply with and assist with the development of policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Maintain confidentiality at all times in respect of school related matters and to prevent disclosure of confidential and sensitive information
- Work collaboratively with colleagues as part of a professional team, in particular the class teachers and support staff
- Establish constructive relationships and communicate with other professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend relevant staff meetings and CPD sessions as required
- Help keep own knowledge and understanding relevant and up-to-date by reflecting on own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Participate in the appraisal process and take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school

*Please note, while every effort has been made to explain the duties and responsibilities of the post, each individual task undertaken may not be identified.*

*Employees will be expected to comply with any reasonable request from the BEST Principals to undertake work of a similar level that is not specified in this job description.*



## PERSON SPECIFICATION

### Job Title: Higher Level Teaching Assistant (HLTA)

| Attributes  | Essential   | Desirable  |
|---|---|--|
| <b>Education and Qualifications</b>                     | <ul style="list-style-type: none"> <li>• Educated to GCSE level (or equivalent) with English and Maths at A*-C (9-4).</li> <li>• NVQ Level 3 or equivalent qualification or experience</li> </ul>   | <ul style="list-style-type: none"> <li>• Educated to A level or above</li> <li>• HLTA or teaching qualification</li> </ul>   |
| <b>Professional Experience</b>                          | <ul style="list-style-type: none"> <li>• A minimum of one years' experience of working in a school or education establishment within the last five years</li> <li>• Experience of leading teaching and learning activities to small groups or a whole class</li> </ul>  | <ul style="list-style-type: none"> <li>• Previous experience as a Cover Supervisor or HLTA</li> <li>• Experience of working in Early Years, KS1 and KS2</li> </ul>                                 |
| <b>Professional Skills, Knowledge and Understanding</b> | <ul style="list-style-type: none"> <li>• Understanding of strategies for teaching and learning</li> <li>• Understanding of the National Curriculum</li> <li>• Knowledge of a variety of barriers to learning and the needs of individual pupils</li> <li>• Knowledge of how ICT is used to support pupils' learning and ability to use ICT effectively in a classroom setting</li> <li>• Ability to lead a range of teaching activities with confidence, working effectively with whole classes</li> <li>• Ability to contribute to planning and preparation of lessons and teaching materials</li> <li>• Ability to contribute to assessment and monitoring of pupil progress</li> <li>• Ability to maintain discipline in a classroom situation</li> <li>• Good literacy and numeracy skills</li> <li>• Ability to build effective working relationships with pupils and adults</li> <li>• The ability to remain calm in stressful situations</li> <li>• Knowledge of guidance and requirements around safeguarding children</li> </ul> | <ul style="list-style-type: none"> <li>• Knowledge of book-based curriculums for English and maths for mastery</li> <li>• Knowledge of the Paul Dix's restorative approach to behaviour</li> </ul> |



|                           |  |  |
|---------------------------|--|--|
| <b>Personal Qualities</b> | <ul style="list-style-type: none"> <li>• Able to work in an organised way</li> <li>• Ability to work on own initiative and to work effectively as a member of a team</li> <li>• Able to work without supervision</li> <li>• Good interpersonal skills including the ability to communicate well with adults and children</li> <li>• A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school</li> <li>• Resilient, positive, forward looking and enthusiastic about making a difference</li> </ul> | <ul style="list-style-type: none"> <li>• A desire to contribute to the wider life of the school</li> </ul> |
| <b>Other</b>              | <ul style="list-style-type: none"> <li>• Knowledge of relevant safeguarding/ child protection legislation and best practice</li> <li>• Values and respects the views and needs of children and young people</li> <li>• Willingness to undertake additional training as necessary</li> </ul>  | <ul style="list-style-type: none"> <li>• Current First Aid certificate</li> </ul>                          |

**We are committed to the safeguarding and promotion of children's welfare and offers of employment are subject to DBS clearance**

