



Watererton
Academy Trust

Application Pack

HLTA (with sports and PE specialism)



Summary

Job Title	Higer Level Teaching Assistant (with sports and PE specialism)
Workplace	Cherry Tree Academy Cobblers Lane Pontefract WF8 2HN
Salary & Grade	Unqualified – Grade 6 FTE £27,711-30,060 Actual £17,182 - £18,638 Qualified – Grade 7 FTE £30,599-£33,366 Actual £18,972- £20,688
Hours	27.5 hours per week TTO
Reporting to	Headteacher

Waterton Academy Trust is looking to appoint an inspirational and ambitious HLTA with sports qualifications 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 specialist sport qualifications at NVQ Level 3 or above.
- 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

Further Details

Interested candidates for further information about the post, please contact Trudie Hayes on 01924 967603, or email cherrytreeoffice@watertonacademytrust.org

Please submit applications via the below link:

<https://mynewterm.com/jobs/144400/EDV-2024-CTA-74748>

Selection Timeline

Closing Date: Thursday 9th January 2025 - midday

Shortlisting: Thursday 9th January 2025

Interviews: Thursday 16th January 2025

Start Date: ASAP

Dear Applicant

Thank you for your interest in the post of HLTA 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 the position.

Our Trust came in to being on the 1st September 2014. Our 13 primary, infant and junior schools are currently situated within the Wakefield and Barnsley areas and consist of well over 3000 pupils.

This is an exciting time for all concerned with the trust as we enter into a new phase of development. The reshaping of our focus and renewed drive for excellence 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.

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Given the trust's ambitions for excellence, we are seeking to employ outstanding individuals to join our team. We require highly skilled professionals that can 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.



Dave Dickinson OBE

Chief Executive Officer



Foreword from the Headteacher

Dear Colleagues,

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.

Class Teacher

About Our School

Cherry Tree Academy is a 1.5 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.

Class Teacher



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

HLTA



About Us

The Trust was established in July 2014, with Walton Primary Academy being the founding member. Over the last ten years, the trust has grown appropriately and strategically, not only in size, but also in the diversity of offer. By the end of 2024, the trust is projected to achieve a milestone with over 4,000 pupils enrolled, a team of more than 550 staff members, and a turnover in the region of £23million.

The trust operates across two key partnership areas, Barnsley, and Wakefield, and we believe is looked upon as a strong organisation and a valued and constant collaborator within the system.

All our schools fall into the primary age range bracket. They are geographically organised to promote opportunities to engage in hub activities, staff collaboration and afford leaders the ability to support, scrutinise and challenge at a more nuanced level.



An innovative approach to supporting our LA partners in Barnsley has resulted in the trust opening our first independent special academy in September 2023. Early indications are that these developments have been a great success, adding much needed capacity to the local offer and strengthening our relationships with LA partners.

In order to support our communities and ensure that our children get the best of starts to their education journeys, the trust has now opened four pre-school settings and has plans to open more in the coming years. We also have one new school in the process of joining the trust – Kings Oak Primary Learning Centre.

Our Vision, Values and KPIs

The trust prides itself on its shared vision and values, and truly believes them to be embedded across the organisation. All schools interested in joining the trust are encouraged to examine the vision and values and ensure that they align with the ones that they hold.



Our Pupils

The trust operates in some of the most underprivileged areas in the region, and indeed in the country. Some of our schools are situated in areas of high deprivation. As a trust we value and prioritise pupil voice, pupil health and well-being, as well as curriculum enrichment across the trust. By placing pupils' voices at the forefront of our work, we ensure that their unique perspectives, needs, and concerns are not only heard but also integrated into the decision-making process, fostering a sense of ownership and empowerment.

We provide a range of opportunities for children to participate in activities designed to enhance their experience of education in a Waterton school. This includes our elected Children's Parliament, who meet with the CEO and Headteachers to discuss their priorities for improvement. They received a letter of commendation from the former Prime Minister, Theresa May, for their outstanding work. Creativity is fostered through our arts network. Our roaming art gallery and our annual Waterton's Got Talent event offer all our schools the opportunity to showcase the work and talents of their pupils. This fosters creativity, and also engages parents and carers in celebrating the work of pupils across the trust. To promote healthy lifestyles, children are given multiple opportunities to compete in sporting events, including an annual gathering of all schools at our MATlympics event. Healthy lifestyles and nutrition are also promoted and encouraged through our Waterton Young Chef of the Year. Such experiences not only enrich our pupils' academic journeys but also contribute to their personal and social development.

Our aim is to ensure that every pupil in a Waterton school feels the benefit of being part of the trust, with their learning and experience of school being our number one priority. A snapshot of recent initiatives can be seen below.

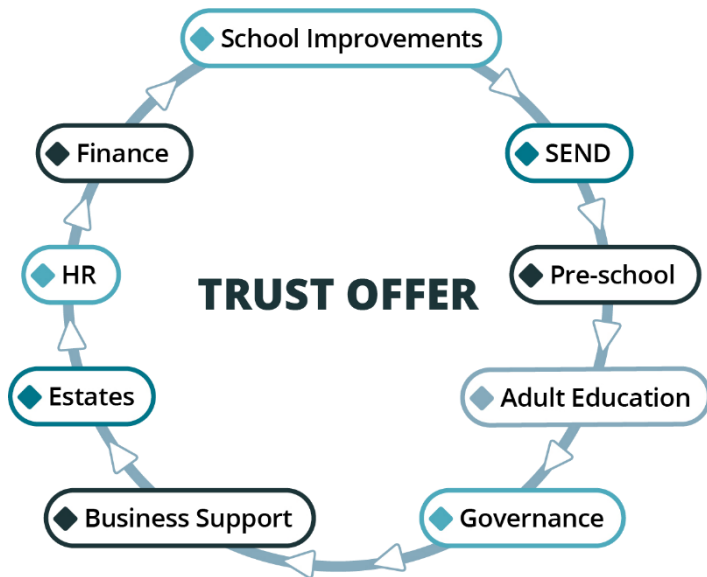
Enrichment



Trust Offer

As a trust, Waterton has statutory and ethical obligations in relation to supporting our academies, and we look to meet these through the delivery of our Trust Offer. The trust has invested significantly in creating a substantial central team, and it is through this team and key external partners that the trust offer is delivered.

To support its aims and meet its obligations, the trust provides each of its academies with access to the same trust offer. The offer is categorised into two main areas, the operations offer and educational offer. Access to the trust offer is an entitlement regardless of current Ofsted rating, financial position, size, or provision status. The level of support provided is tailored according to current need, however the entire offer remains accessible to all academies at all times.



At the heart of our offer is our commitment to ensure our academies can concentrate on their primary role of delivering outstanding teaching and learning through evidence-based practice. Our offer therefore looks wherever possible to drive school improvement through CPD, challenge and support, whilst simultaneously removing the business-based burdens that prevent headteachers and senior

leaders from being in the classroom or involved in school improvement work.

The trust offer provides a range of services delivered or procured centrally in order to provide our academies with the best possible value. Central support is provided in the key areas of Safeguarding, Governance, School Improvement, Finance, HR, IT, H&S, Estates Management and Data Protection. In addition, schools will have access to legal advice and marketing initiatives as required. The delivery of the core offer brings with it a cost that is incorporated into each academy's operational budget and is an integral part of not only the Waterton funding model, but more importantly the school improvement model.

To read about impact in 2022-23, please read our annual report to stakeholders on the Trust website.



Our SEND Offer

We have made key developments in our SEND offer since the appointment of our Head of SEND and Inclusion.

Inclusion and inclusive practices have always been at the forefront of our approach but adding this post to our existing structure has ensured that a tight focus and continuous cycle of development drives us forwards.



The Head of SEND and Inclusion is responsible for ensuring that children across all our academies are effectively supported to ensure that they thrive and achieve their full potential. This includes ensuring that early identification of needs is in place and that high quality provision meets individual and group needs within this cycle. In addition to this workforce development across all levels is a key focus.

Our professional development networks ensure that collaboration is the key. We have partnered with key stakeholders within the field of SEND and Inclusion to support our development. Part of this approach is a package of development led by the Head of SEND and Inclusion and David Bartram OBE.



A key development in this approach has been our development of our specialist settings. This work has been advanced significantly by our Inclusion Manager who is based at Churchfield Primary school. Our first specialist SEN unit is based at this setting and has shaped the model for our specialist settings.

In September 2023 we opened Newstead Academy, our first specialist school. We are

extremely proud of our work in this area and the high-quality offer that our pupils receive. We are keen to drive this forward even further through our constant cycle of evaluation, reflection, and improvements.

We have a keen interest in developing this offer wider to work with our partnership Local Authorities to offer placements for children who require the environment that our settings provide.

To further improve our SEN offer across our mainstream academies we need a Trust SENCO to implement excellent SEND practice and provision as we strive for excellence across all key components and strands of SEND delivery. This role will be vital in responding to emerging support needs across our schools and ensuring that children have the provision that they need.

Job Description – HLTA

Job Title	Higher Level Teaching Assistant
Reporting to	Headteacher
Grade	Unqualified – Grade 6 Qualified – Grade 7

Key Job Purpose	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	<p>1. <u>Support for Pupils</u></p> <ul style="list-style-type: none"> • 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. <p>2. <u>Support for the Teacher</u></p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none">• 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. <p>3. <u>Support for the Curriculum</u></p> <ul style="list-style-type: none">• 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. <p>4. <u>Support for the School</u></p> <ul style="list-style-type: none">• 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.
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	<ul style="list-style-type: none"> • 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.
<p>Expectations of All Employees</p>	<ul style="list-style-type: none"> • 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
<p>Additional Information</p>	<p>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.</p>
<p>Working Conditions</p>	<p>The post involves contact with people which through their circumstances or behaviour occasionally places emotional demands on post holder.</p>
<p>Characteristics of the Post</p>	<p>Employees are encouraged to participate in training activities in order to enhance their own personal development.</p> <p>The employment checks are required:</p> <ul style="list-style-type: none"> • Evidence of entitlement to work in the U.K. • Evidence of essential qualifications – see job specification • Two satisfactory references • Confirmation of medical fitness for employment • Registration with appropriate bodies (where applicable) <p>The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:</p> <p>Evidence of a satisfactory safeguarding check e.g. DBS check at the relevant level.</p>

Person Specification – HLTA

AF: Application Form
OT: Occupational Task

CQ: Certificates/Qualifications
I: Presentation

I: Interview
R: Reference

Qualification	Essential	Desirable	Assessed
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	Essential	Desirable	Assessed
Previous experience of working with children of the relevant age range in a learning environment	X		AF/I
Abilities, Skills, Knowledge	Essential	Desirable	Assessed
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
Personal Qualities	Essential	Desirable	Assessed
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

Further Details

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Selection Timeline

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Shortlisting: Thursday 9th January 2025

Interviews: Thursday 16th January 2025

Start Date: ASAP

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.

An enhanced DBS check is required for the successful candidate, this process is completed by an online third party company. 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 interview.

This post is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013). If successful you will be required to apply to the Disclosure and Barring Service (DBS) for a 'disclosure'. Information provided by you or the Disclosure and Barring Service will be dealt with in a confidential manner in accordance with the DBS's Code of Practice.

It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.

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.