

The Good Shepherd Catholic Primary School

HIGHER LEVEL TEACHING ASSISTANT (HLTA)



'Following Jesus, the Good Shepherd, in all we say and do'.

WELCOME

Welcome to Our Lady Immaculate Catholic Academies Trust.

We are a group of 12 Catholic Schools situated across the northern part of the Catholic Diocese of Northampton located in the counties of Northamptonshire and Bedfordshire; the Trust consists of ten Primary Schools and two Secondary Schools who liaise and collaborate closely together.

We enjoy working together to ensure that all children across our Catholic schools are provided with the best possible academic, spiritual and moral education, within a safe and happy environment.

You would be joining a Catholic Multi Academy Trust formed in February 2020 by the merging of 3 existing Catholic Academy Trusts. All central services: Finance, HR, Operations, IT and Governance is provided by a centralised team each led by an expert professional in their own field enabling the schools to focus on teaching and learning.

We are delighted you are interested in joining our Trust and I wish you well in your application.

Tony Bishop, Strategic Executive Lead

JOB DESCRIPTION

OVERVIEW

Job Title:	Higher Level Teaching Assistant
Closing Date:	12 noon, Friday 12 th July 2024
Interview Date:	Week commencing 15 th July 2024
Start Date:	1 st September 2024
Salary / Scale:	£24,702 – 26,873 (FTE) <i>NJC Support Staff Grade G POINT 8-13</i>
Contract type:	Permanent
Purpose of the Position:	The HLTA will: Work with class teachers to raise the learning and attainment of pupils Promote pupils' independence, self-esteem and social inclusion Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement
Responsible to:	Head Teacher
Accountable to:	OLICAT Strategic Executive Lead



MAIN DUTIES

1. Overall objectives of the role

Teaching and learning

- To cover and lead class teaching (under supervision) as and when appropriate
- Direct the work, where relevant, of other adults in supporting learning
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher
- Supervise a class if the teacher is temporarily unavailable
- Use ICT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher

Planning

- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
- Plan how they will support the inclusion of pupils in the learning activities

Working with staff, parents/carers and relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers

- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Look after children who are upset or have had accidents

4. Professional Development

- Keep up to date with changes and initiatives linked to reading and disseminate information to improve practice.
- Participate in the Trust's performance management processes
- Participate in further training and development to improve own professional development

5. Working with colleagues and other relevant professionals

- Communicate effectively and professionally with colleagues, Trust Directors, Governors and other external agencies where appropriate
- Collaborate and work effectively with Headteachers, Class Teachers, Teaching Assistants, English Subject Leaders, Inclusion Leaders, Trust Central Team Leaders and other Lead Teachers within the Trust.
- Collaborate and work with colleagues and other relevant professionals within and beyond the Trust including Northampton Office for Religious Education, Evangelisation, Catechesis and Schools (NORES) DfE, Local authorities where appropriate, other schools and other relevant organisations.,

6. Personal and Professional Conduct

- Preserve the integrity and confidentiality of all people encountered as part of this role.
- Uphold public trust in the teaching profession and maintain high standards of ethics and behaviour, within and outside the Trust and its schools.
- Have proper and professional regard for the Catholic ethos, policies and practices of the school and maintain high standards of attendance and punctuality.
- Understand and act within the statutory frameworks setting out the professional duties and responsibilities.

7. Any Other duties

The post holder will be required to safeguard and promote the welfare of children and young people, and follow school policies and the Trust Code of Conduct. The Trust is committed to ensuring that it complies with all legislative requirements on safeguarding and child protection and that the Trust actively values and promotes diversity, unity and community cohesion and that it supports pupils to become successful, compassionate citizens. The Trust will ensure a continual focus on equality as measured by pupil progress and outcomes.

This post is subject to satisfactory references which will be requested prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications plus verification of the right to work in the UK.

The post-holder must carry out their duties with full regard to the Trust's Equal Opportunities Policy in relation to employment and service delivery.

Whilst every effort has been made to outline the key duties and responsibilities of the role, it is not an exclusive list. The duties and responsibilities of the role may vary from time to time and the post holder may be required to undertake other duties and responsibilities commensurate with the role as directed by the Director of School Improvement or the Trust's Strategic Executive Lead (Chief Executive Officer).

PERSON SPECIFICATION

1. TRAINING AND QUALIFICATIONS

	Essential	Desirable	Evidence
GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths	✓		App form
First-aid training, or willingness to complete it		✓	App form

2. EXPERIENCE

	Essential	Desirable	Evidence
Experience working in a school environment or other educational setting	✓		App form interview
Experience of planning and leading teaching and learning activities (under supervision)	✓		App form interview
Experience working with children / young people	✓		App form interview
Experience planning and delivering learning activities	✓		App form interview

3. SKILLS AND KNOWLEDGE

	Essential	Desirable	Evidence
Understanding of effective teaching methods	✓		Interview
Knowledge of how to successfully lead learning activities for a group or class of children	✓		Interview

Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support	√		Interview
Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice	√		Interview

4. EQUALITY, INCLUSION & SAFEGUARDING

	Essential	Desirable	Evidence
Evidence of ability to integrate equality and safeguarding policies into service delivery	√		interview
Evidence of a strong commitment to inclusion with high expectations of all learners	√		Interview
Experience of implementing strategies for social inclusion	√		Interview

4. PERSONAL QUALITIES

	Essential	Desirable	Evidence
Enjoyment of working with children			
Sensitivity and understanding, to help build good relationships with pupils	√		interview
A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school	√		interview
Commitment to maintaining confidentiality at all times	√		Interview
Commitment to safeguarding pupil's wellbeing and equality	√		Interview
Resilient, positive, forward looking and enthusiastic about making a difference	√		Interview
Capacity to inspire, motivate and challenge children and young people	√		Interview

5. CONFIDENTIAL REFERENCES AND OUTCOMES

Applicants must be able to positively provide the following information if successfully appointed:

At least 2 written professional references
Confirmation of professional and personal knowledge, skills and abilities
Positive recommendation from current employer or training organisation
Satisfactory health and attendance record
Satisfactory enhanced DBS check and other pre-employment checks as required

HOW TO APPLY

Further information about the Trust can be viewed on the Trust website: www.olicatschool.org

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Please apply via My New Term <https://mynewterm.com/jobs/142742/EDV-2024-GSCPS-66442>

All appointments will be subject to an enhanced DBS clearance in line with our Safer Recruitment Policy.

Thank you for your interest in our Trust.

For more information, please contact the school office:
atreadgoldnelson@tgs.nor.olicatschools.org or by telephone: 01604 714399 or,
visit the website: www.thegoodshepherdatholicprimaryschool.org.uk