



Steel City
Schools Partnership

Monteney Primary

Recruitment information for
the position of

Higher Level Teaching Assistant

Dear Applicant

Thank you for your interest in a career at Steel City Schools Partnership. We are a growing Multi Academy Trust, and there are currently 10 primary academies in the Trust.

SCSP has a proven track record of securing transformational change and sustainable school improvement. Our vision is to provide high quality education and deliver the best outcomes for young people within an ethos based on our vision and underpinning aims:

To provide an excellent education for all.

Achieving Excellence Sustaining Excellence Sharing Excellence

Our success is due to our biggest and most valuable asset – our staff team. We have a number of positions available across our academies and we are looking for enthusiastic and dedicated individuals to work with us.

SCSP can offer you

- Guidance of a supportive and experienced leadership team who invest in the development of their teams and the Trust
- Free on-site parking
- Access to healthcare and wellbeing services
- Encouragement of further and continued professional development
- Local Government Pension Scheme

Academies currently within Steel City Schools Partnership:

Bankwood Primary

Bankwood Primary joined SCSP in April 2023 after a period of working with SCSP since May 2022. This partnership was a result of brokerage by Sheffield LA to support the school at a time of no leadership, governance and awaiting publication of the Ofsted report. As a school in Special Measures, there is much to do, however there is a real willingness and passion from all staff who are deeply committed to the school and community. The school has approximately 70% of the pupils deemed to be disadvantaged and serves an area of diverse and complex need.

Headteacher - Sarah Reynolds

Brook House Junior

Brook House is a good school (Ofsted – November 2022). It is a larger than average, 3 form entry Junior School, situated in the South East of Sheffield. The school serves a close knit community and has wonderful external grounds, backing onto the Rother Valley Park. The school is popular within the community with many pupils coming to the school from outside the catchment area.

Brook House Junior School works closely with its feeder infant school, Beighton Nursery Infant, its secondary, Westfield as well as with other local and regional schools

Headteacher – Richard Fairgreave

Fox Hill

Fox Hill is a successful school (Ofsted Good - July 2019) in the north of Sheffield serving predominantly the Fox Hill estate. The school has approximately 57% of the cohort deemed disadvantaged pupils and also hosts an Integrated Resource base for 21 pupils with 'complex and multiple' special educational needs. The school was rehoused in a new building in 2015.

Fox Hill works closely with the local secondary school and is a graduated English Hub (Whiston Worrygoose) network school for early reading and phonics.

Headteacher – Annali Crawford

Greenhill

Greenhill Primary is a highly effective school (Ofsted Good July 2022) serving the Greenhill village and Low Edges community in the south of the city. Since joining SCSP in February 2018, the school has made significant progress in raising the outcomes and progress for the pupils. SCSP are delighted that an IR for 12 children with SEMH/ASD opened on site in October 2022 and the previous pre-school provision, became a school-led nursery in April 2023.

Headteacher – Scott Ellin

Lound Infant and Lound Junior

Operating on 2 separate sites, Lound Infant and Lound Junior, formally Lound Academy Trust, joined SCSP in September 2021. Both schools were inspected in the last academic year following just a year working with SCSP. They were both deemed Good (Infant November 2022 and Junior September 2022). They serve the Burncross / Chapeltown area. Lound works closely with the other SCSP and locality schools in the north of the city as well as with its feeder secondary Ecclesfield.

Headteacher – Sarah Palmer

Mansel

Mansel is a school with a real sense of community and inclusive culture (Ofsted Good- March 2023) in the north of the city serving the Parson Cross estate. Approximately 62% of the pupils are deemed to be disadvantaged yet despite this challenge, has recorded very strong outcomes. The school has benefited from strong leadership and governance. Mansel works closely with the neighbouring secondary school and is a graduated English Hub (Whiston Worrygoose) network school for early reading and phonics.

Headteacher – Emily Matthews

Monteney

Monteney Primary is an inclusive school and pupils are safe and happy, Pupils know that everyone is different and respect people's individuality. (Ofsted Good– March 2023) Monteney serves the Parson Cross and Shiregreen estates in the north of the city and approximately 30% of the pupils are deemed to be disadvantaged. The school has a new leadership team and are continuing to make progress towards raising standards and outcomes for all pupils. Monteney works closely with a range of external partners including the feeder secondary school, as well as Learners First and Learn Sheffield. Monteney is a graduated English Hub (Whiston Worrygoose) network school for early reading and phonics.

Headteacher – Nicola Osborne

Windmill Hill

Windmill Hill Primary (Ofsted Good – June 2022) joined SCSP in February 2018 after a period of time working in conjunction with the CEO. Windmill Hill serves the Burncross / Chapeltown area in north Sheffield. The biggest challenge facing the school is the condition of the building and in December 2022 the Trust were delighted to hear from the DfE that the school was going to be rebuilt under the schools rebuilding programme. The school has made an application to reduce pupil numbers (45) due to a fall in the local birth rate in September 2023. These are planned to increase back to 60 in 2027.

Headteacher – Simon Plant

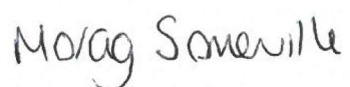
Woodseats

Woodseats Primary (Ofsted Good – March 2013) joined SCSP in September 2019 after a period of collaboration with Greenhill Primary. The school is housed within a Victorian building, and is based in the south of the city on the Chesterfield Road (A61). The school has approximately 33% of the pupils deemed to be disadvantaged yet recorded results in 2022 that were broadly line with national in all key stages.

Headteacher – Jack Fellowes

This is an exciting and rewarding role and I look forward to receiving your application.

Yours faithfully

A handwritten signature in black ink that reads "Morag Somerville". The signature is written in a cursive, slightly slanted style.

Morag Somerville
Chief Officer Operations



HIGHER LEVEL TEACHING ASSISTANT

The Trustees of Steel City Schools Partnership are looking to recruit a skilled and inspirational practitioner to complement our existing educational support team.

Permanent position to start as soon as possible, 37 hrs / 39 weeks per year. Grade 5 £27,803 - £30,296 (pro-rata), actual part time salary £23,914 - £26,059.

General expectations

- To plan and teach / cover classes across the whole school: Nursery to Year 6.
- The activities that are planned / delivered will be for whole classes.
- Cover classes as the need arises.

Relevant Qualifications:

- Meet Higher Level Teaching Assistant standards or equivalent qualification or experience
- Excellent numeracy/literacy skills – equivalent to NVQ level 2 in English and Maths
- Training in the relevant learning strategies e.g. literacy

We are looking for individuals who are:

- Committed to a child centered philosophy
- Have an interest in implementing outdoor Forest school activities or have an interest in exploring this training further.
- Have a nurturing approach to all children.
- Able to assess children's progress and focus upon their next steps.

The successful applicant must be

- Committed to excellence within their work in school and across the partnership
- Able to work as an effective team member
- Be flexible to meet the needs of the school.
- Well organised
- Able to communicate with children and adults in a constructive and effective way.

For further information and / or to arrange a visit please contact the school on **0114 2467916**.

We expect the successful candidate to work within our collaborative spirit and ethos, by building on the successes of the individual schools by working in conjunction with others to raise standards and enhance the outcomes for the pupils, families and communities we serve.

We are committed to safeguarding and promoting the welfare and safety of children and vulnerable adults and expect all staff to share this commitment. All successful candidates will be required to complete an Enhanced Disclosure and Barring Service Check.

**We value our diverse workforce and aim to work together to make the most of our differences.
We welcome applications from everyone.**

JOB DESCRIPTION FOR POST OF HIGHER LEVEL TEACHING ASSISTANT

The postholder must, at all times, carry out his/her duties and responsibilities within the spirit of Steel City Schools Partnership and School policies and within the legislative framework applicable to academies.

POST TITLE	HIGHER LEVEL TEACHING ASSISTANT
RESPONSIBLE TO	HEADTEACHER
PURPOSE OF JOB	<p>Working within an agreed framework of supervision to complement the professional work of teachers by taking responsibility for agreed learning activities, including planning, preparation and delivery. These activities can be for individuals/groups or whole classes on a short-term basis including monitoring and assessment, recording and reporting on pupil achievement, progress and development</p> <p>Responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training</p>
RELEVANT QUALIFICATIONS	<ul style="list-style-type: none"> • Meet higher level teaching assistant standards or equivalent qualification or experience • Excellent numeracy/literacy skills – equivalent to NVQ level 2 in English and maths • Training in the relevant learning strategies

MAIN DUTIES AND RESPONSIBILITIES

<p>SUPPORT FOR PUPILS</p> <ol style="list-style-type: none"> 1. Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning. 2. Establish productive working relationships with pupils, acting as a role model and setting high expectations. 3. Develop and implement Individual Education Plans. 4. Promote the inclusion and acceptance of all pupils within the classroom. 5. Support pupils consistently whilst recognising and responding to their individual needs. 6. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities. 7. Promote independence and employ strategies to recognise and reward achievement of self-reliance. 8. Provide feedback to pupils in relation to progress and achievement.

SUPPORT FOR THE TEACHER

1. Organise and manage appropriate learning environment and resources.
2. Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
3. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
4. Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
5. Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
6. Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
7. Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
8. Administer and assess/mark tests and invigilate exams/tests.
9. Production of lesson plans, worksheet, plans etc.

SUPPORT FOR THE CURRICULUM

1. Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
2. Deliver local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
3. Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
4. Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
5. Advise on appropriate deployment and use of specialist aid/resources/equipment.

SUPPORT FOR THE ACADEMY

1. 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.
2. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
3. Contribute to the overall ethos/work/aims of the school.
4. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
5. Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
6. Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
7. Deliver out of school learning activities within guidelines established by the school.
8. Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.

LINE MANAGEMENT RESPONSIBILITIES WHERE APPROPRIATE

1. Manage other teaching assistants.
2. Liaise between managers/teaching staff and teaching assistants.
3. Hold regular team meetings with managed staff.

Any other duties and responsibilities appropriate to the grade and role.

**Steel City Schools Partnership
Person Specification - Higher Level Teaching Assistant**

Minimum Essential	Method of Assessment
Skills / Knowledge	
Full working knowledge of relevant policies/codes of practice/ legislation	Application Form, Interview
Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies	interview
Good understanding of child development and learning processes	Interview
Understanding of statutory frameworks relating to teaching	Interview
Ability to organise, lead and motivate a team	Interview
Constantly improve own practice/knowledge through self-evaluation and learning from others	Interview
Ability to relate well to children and adults	Interview
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	Interview
Can use ICT effectively to support learning	Interview
Has sound speaking and listening skills to extend language in discussion	Interview
Can plan, implement and evaluate learning activities	Interview
Can undertake pupil assessment	Interview
Can manage the behaviour of pupils in a reasonable manner	Application Form, Interview
Has a caring positive attitude towards pupils welfare	Interview
Has an awareness of pupils with special educational needs	interview
Can maintain trust and confidentiality where appropriate	Interview
Can assist the school in forming a partnership with parents	Application Form, Interview
Has practical and organisational skills to prepare and manage educational resources	Application Form, Interview
Can complete and maintain pupils records	Interview

Experience, qualifications, and training (if any)	
Meet Higher Level Teaching Assistant standards or equivalent qualifications or experience	Application Form
Training in the relevant strategies e.g. literacy	Application Form
Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths	Application Form
Experience working with children of relevant age in a learning environment	Application Form, Interview
Specialist skills/training in curriculum or learning area e.g. bilingual, sign language, ICT	Application Form, Interview
Work related circumstances	
Can allocate some contractual time to after school staff meetings when appropriate	Application Form, Interview
Can allocate some contractual time to the whole of, or part of, staff training days when appropriate	Application Form, Interview
Can maintain personal presentation that sets high standards for the pupils	Application Form, Interview
Can work within the spirit of Steel City Schools Partnership Policies to do with Equal opportunities, Child Protection, Health & Safety, Finance, Smoking etc.	Application Form, Interview