



Watererton
Academy Trust

Application Pack

Normanton Junior Academy
HLTA



Summary

Job Title	Higher Level Teaching Assistant
Workplace	Normanton Junior Academy Church Lane Normanton WF6 1EY
Salary & Grade	Unqualified - Grade 6 FTE £27,711-£30,060 (Actual £19,993-£21,688) Qualified - Grade 7 FTE £30,599-£33,366 (Actual £22,077-£24,073)
Hours	32 hours per week
Reporting to	Headteacher

Normanton Junior Academy is a forward-thinking, vibrant and inclusive 3-form entry junior school, with approximately 90 pupils in each year group. We pride ourselves on being a school that offers our pupils a well-rounded and truly enjoyable education, and place great emphasis on giving our children a wide range of opportunities in the arts, music and sport. We were judged as continuing to be a 'Good' school, by Ofsted, in July 2023 and we are looking for an inspiring and dynamic Higher Level Teaching Assistant to join our fantastic team. So, if you are an ambitious, talented and highly motivated practitioner, with a passion for ensuring children learn and achieve, and if you work hard and have the drive and energy to make a difference to children's lives and their learning, then Normanton Junior Academy could be the school for you!

We offer excellent facilities: a large building, complete with purpose-built gym, stage and hall; an IT suite; several spacious shared working areas; a library; well-equipped classrooms; and well-maintained outdoor play areas, including a large field to enable our children to explore, develop and nurture their talents and interests as they progress through our school.

We are a proud member of Waterton Academy Trust, joining in 2015. As a growing organisation - consisting of infant, junior and primary schools - Waterton Academy Trust's main aim is to ensure all children receive the education that they deserve, and Normanton Junior Academy is very proud to be part of this.

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 and work alongside and in conjunction with class teachers
- Can 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:

- Pupils who are eager to learn and a pleasure to teach
- An ambitious, supportive and forward-thinking leadership team
- Friendly and professional colleagues who believe there are no limits to what our pupils can achieve
- A strong growth mind-set culture
- An absolute commitment to safeguarding and promoting the welfare and safety of pupils and staff
- A commitment to your continuing professional development and an exciting opportunity to work within a Multi Academy Trust
- A warm inclusive atmosphere which promotes co-operation
- A health and wellbeing package
- A cycle to work scheme
- An excellent pension package

Next Steps

Further Details

Interested candidates are welcome **and strongly encouraged** to visit Normanton Junior Academy prior to applying.

In order to arrange a visit, or for further information about the post, please contact the school office on 01924 967613, or email normantonjunioroffice@watertonacademytrust.org

To Apply

Please submit applications via the below link:
<https://mynewterm.com/jobs/141878/EDV-2025-NJA-39843>

Selection Timeline

Closing Date: Tuesday 18th February 2025 - midday

Shortlisting: Wednesday 19th February 2025

Interviews: Tuesday 25th February 2025

Start Date: ASAP

Dear Applicant

Thank you for your interest in the post of Higher Level Teaching Assistant at Normanton Junior 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.



A handwritten signature in black ink, appearing to read 'Dave Dickinson', with a long horizontal line extending to the right.

Dave Dickinson OBE

Chief Executive Officer

Dear Colleagues



On behalf of all the wonderful children, staff and governors at Normanton Junior Academy, I would like to thank you for your interest in joining our team and I am delighted to be able to write to you as the Headteacher of NJA, where I took up post in April 2021.

My priority as Headteacher is to ensure that Normanton Junior Academy continues to be a beacon of excellence within Waterton Academy Trust, as well as the local community, making the necessary improvements and developments to ensure success is shared by **all**. Not only do I want all of our children to academically achieve, I want them to continue to become model citizens of Normanton, who are ready for life in Modern Britain. In order to do this, I need the best staff in Wakefield!

As a parent myself, I am very much aware of the responsibility myself and the staff have in ensuring that the highest standard of teaching and learning is evident in all areas and that all our children continue to receive a consistently good or better education, and I will always remain resolute with this mission.

I strongly believe achievement and enjoyment go hand in hand and I'm looking for a HLTA who will continue to fully support our high expectations in all areas; only the best is good enough for our children and we are looking for a quality first practitioner who wants to meet the needs of all our learners.

This is an exciting time for myself and the school, as we look towards the future, and I endeavour to build on the firm foundations already in place. If you like the sound of this and want to be part of an exciting journey, then we would love to hear from you! Whether you're just starting out as a newly qualified HLTA or have a wealth of teaching experience, please come and look around, meet the team and see if we're right for you; if we are, we will definitely welcome your application.

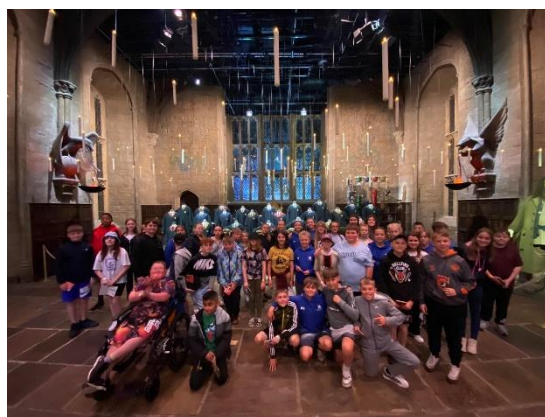
Being a Headteacher is the best job in the world and appointing outstanding staff to my school is a real joy!

I feel privileged to have been given the opportunity to lead and serve such a wonderful school and I hope that you will want to join us and be part of an exciting era!

So, if you wish to work in a fast-paced school with an exceptionally supportive and outward facing leadership team, complimented by a forward-thinking and innovative Trust, then we look forward to your application.

Kind Regards,

Mr Luke Welsh
Headteacher



NJA has a deeply embedded respect and support for the wellbeing of all staff whether that be from the SLT or the lunchtime supervisors - everyone works together as one united front to ensure nobody gets left behind.

SENCO

About Our School

Normanton Junior Academy is a larger than average sized junior school (359 children) based in the town of Normanton, West Yorkshire, just off Junction 31 of the M62 Motorway so is in a prime location to welcome staff from both Wakefield and Leeds. The vast majority of pupils join from Normanton All Saints C of E Infant School.

The school became a proud member of Waterton Academy Trust in 2015 and works in collaboration with other Trust schools, as well as Wakefield Local Authority.

The Headteacher took up post in April 2021 and the school has a very experienced Senior Leadership Team in place, consisting of the Headteacher, a full-time non-class-based Deputy Headteacher, an Assistant Headteacher, as well as a part-time SENCO.

From poor starting points, Attendance and Persistent Absence have both improved significantly over time when considering full academic years, with attendance above the national average and persistent absence broadly in line with the national average. Even with these successes, this continues to be an area of continued improvement and Leaders remain focused and relentless to ensure all children attend school, each day.

Latest Ofsted Inspection (July 2023):

The school continues to be a good school

Ofsted judgement (March 2018):

Overall effectiveness	Good
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcome for pupils	Good



Everything we do at Normanton Junior Academy is rooted in improving outcomes for children, ensuring that each child finds success every day they are with us; the day-to-day fulfilment of working at NJA is certainly rewarding and no two days are the same in our tight-knit school community. The network of support and high-quality CPD available to me as a teacher and school improvement expertise available to me as a leader - both within school and the Waterton Trust - have been invaluable in our overarching aim of giving the children in our care the best possible deal. NJA is truly a magical place to work!

Year 6 Class Teacher & English Leader



Why Choose Normanton Juniors?

At NJA, it is a privilege to work with like-minded individuals who together believe that fundamentally it is our role to make a difference. We understand the importance of our work, as our pupils flourish with the dedication of every member of our NJA family.

The positivity and commitment to our learners is infectious, as we move as one to give every child the best learning experiences that they deserve. We nurture and create people who are passionate about learning- both children and staff. As a learning community, we learn with and from each other to continuously strive to do and be better.

The children at NJA have boundless energy and enthusiasm. They are kind, helpful and committed to our community. They value the learning opportunities that we offer and thoroughly enjoy being part of the NJA family. At NJA we are memory makers, so we can prepare our learners for the next step and beyond.

Assistant Headteacher

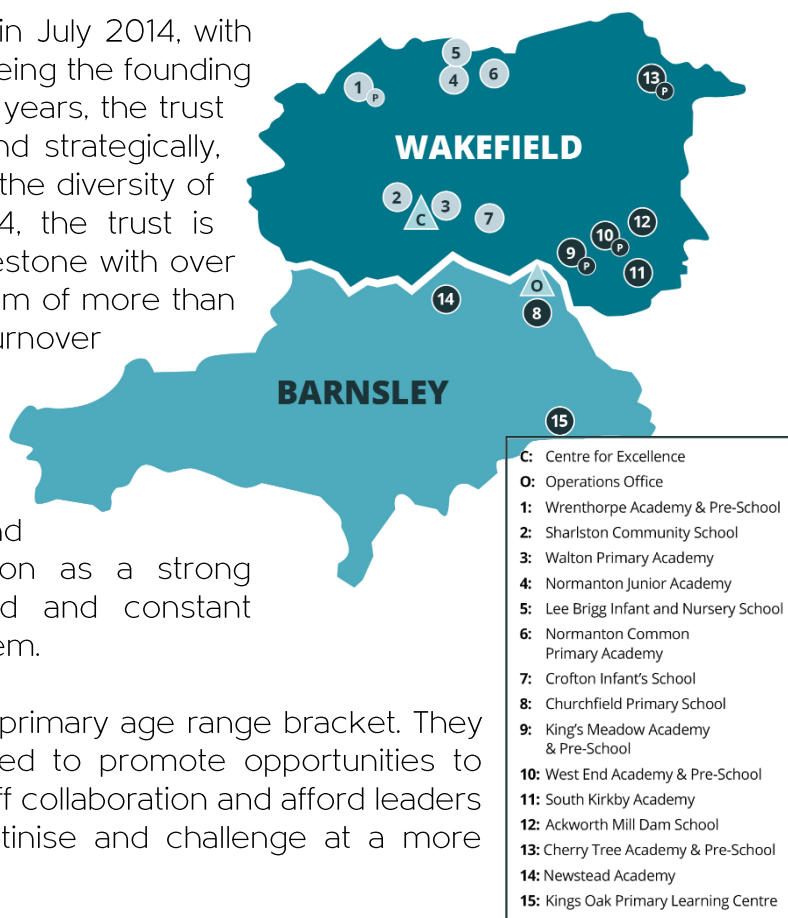


About Us

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

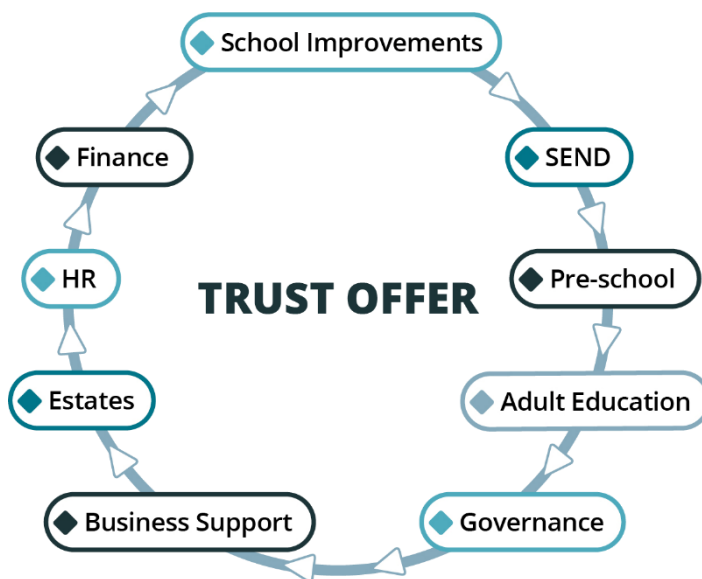


Trust Offer

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.

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.

	<ul style="list-style-type: none">• 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. <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.
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	<ul style="list-style-type: none"> • 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.
<p>Line management responsibilities where appropriate</p>	<ul style="list-style-type: none"> • Manage other teaching assistants. • Liaise between managers/teaching staff and teaching assistants. • Hold regular team meetings with managed staff. • Represent teaching assistants at teaching staff/management/other appropriate meetings. <p>Undertake recruitment/induction/appraisal/training/mentoring for other Teaching assistants.</p>
<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</p>

	scope of the post and the grade has been established on this basis.
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	<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/R
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		
Work in accordance with the Trust's core values and behaviours	X		
Travel in connection with the post	X		
A commitment to safeguarding and promoting welfare for all	X		

Next Steps

Further Details

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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.