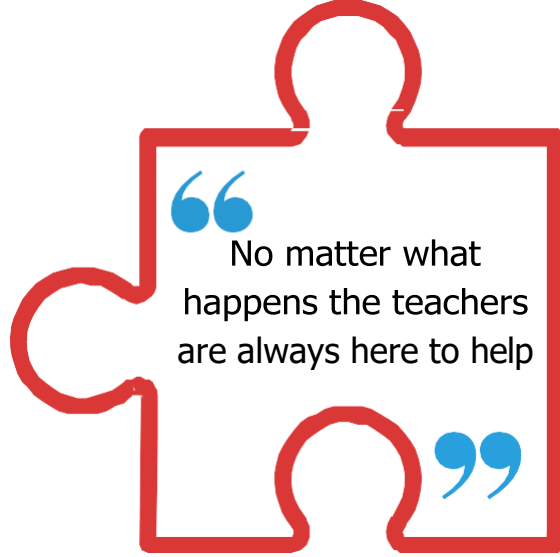


Rothwell Schools

HIGH LEVEL TEACHING ASSISTANT

CANDIDATE PACK 25





ABOUT US

The Rothwell Schools are comprised of a partnership between the Rothwell Victoria Infant School Nursery & Infant School and Rothwell Junior School.

The Rothwell Schools are located in the historic Northamptonshire market town of Rothwell, easily reached from Leicestershire, Northamptonshire, Warwickshire and Bedfordshire.

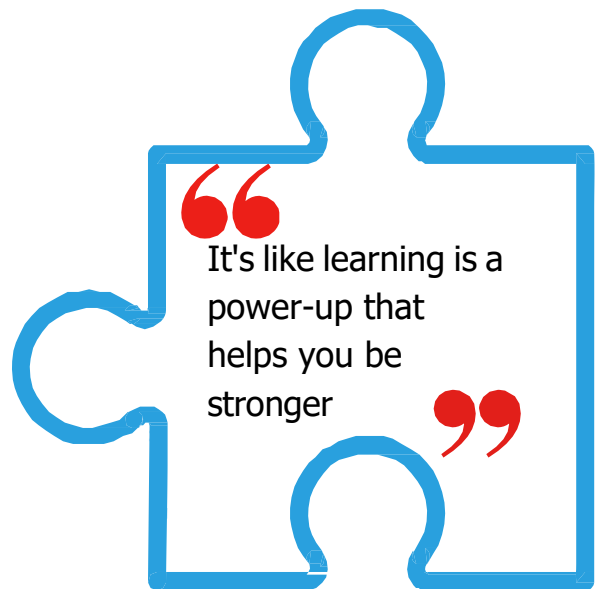
Northamptonshire was recently placed as third in the country in the Halifax Quality of Life Survey and is one of the greenest counties in England; with 161 parks covering 1,600 acres.

The Rothwell Schools are part of Pathfinder Schools Multi-Academy Trust and collaborates closely with the Trust Central Team and its eight other schools.

We are extremely proud of our school community, our ethos, tradition and the outstanding educational provision we provide.

We are fortunate to support the learning of nearly 700 pupils from our vibrant local community.

We employ close to 100 staff, including Teachers, Leaders and Support Staff who enable our school communities and pupils to thrive.



OUR AIMS

At Rothwell Schools we are concerned with the care and growth of every child. Our work is aimed directly at fostering the development of each child emotionally, intellectually, morally, physically, socially and spiritually, providing the appropriate learning situations to achieve this. We share an agreed code of

values, based on a firm belief that we are all significant individuals, with major contributions to make towards the life of our school.

Everyone at Rothwell Schools has their own aspirations and abilities, and through the provision of an ordered, caring and happy community, we strive to help everyone reach their full potential.

Our aims are:-

- ◆ To encourage the children to value themselves and others within the school.
- ◆ To provide a caring community in which all individuals can interact with each other recognising and accepting individual differences with tolerance, and ensuring equality of opportunity for all.
- ◆ To create a meaningful, stimulating and safe environment, which provides security and stability for everyone within the school community.
- ◆ To provide within the framework of National Curriculum requirements, a broad, balanced and creative curriculum, which will develop learning skills and promote understanding and enquiry, so enabling each child to achieve their full potential. Wherever possible we would try to achieve this through first hand experiences.
- ◆ To promote opportunities for children to express themselves creatively and imaginatively with confidence.
- ◆ To encourage and motivate children to take increasing responsibility for their own learning and to make informed choices through self-discipline and co-operation.
- ◆ To promote in our children, a positive and responsible attitude towards wider community and environmental issues and their own role in society.





CAREER DEVELOPMENT

We are committed to developing our staff and invest heavily in our well developed CPD programme, as well as giving our staff the freedom to focus on highly effective learning. We also provide our staff with access to accredited qualifications and training.

Apprenticeships-Both our support staff and teaching staff have access to apprenticeships unique to their area of work.

Early Career Framework-We are proud to be a member of Pathfinder Schools who in partnership with the Best Practice Network (BPN) delivering the new Early Career Framework. Our Early Career Teachers benefit from our specialist skills in the new framework.

WHAT OUR STAFF APPRECIATE MOST



Colleagues

The children who work hard all the time and give everything.

I feel able to approach Senior leaders about any concerns

The opportunity to grow and ask questions to professionally develop.

The colleagues I work with, the children in my class.

Support of my peers

I love my job - making a difference to the children - and it has the added bonus of fitting around my family life

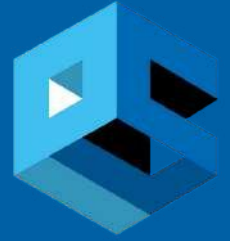
Compassion & openness

People are helpful, good work-life balance encouraged

Supportive SLT

Amazing support staff

Being part of Pathfinder Schools

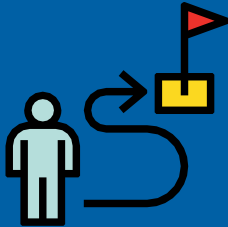


Pathfinder Schools is a cross-phase, multi-academy Trust of 10 schools in the north of Northamptonshire. Our Trust includes both church and community academies and we work closely together, connected by the vision we share for our pupils. Each school has its own unique character but we are unified by our unshakeable belief in the power of education to change lives. We believe that staff and pupils can flourish when they are happy and well-supported. We are inspired by the challenge of providing children with a rich tapestry of experiences that allow them to explore the world and their place in it.

We are passionate about our values of **Aspiration, Responsibility and Courage**, we believe that when people feel respected and included they can be more creative, innovative, and successful.

One Trust, transforming lives and communities, inspiring greatness

Our purpose



Our Trust is a growing family of schools, built on a commitment to the development of the children and young people in the communities we serve.

We exist to deliver the very best educational outcomes for every learner.

Our vision



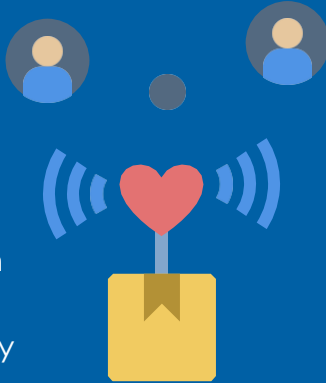
Together we want to develop inspirational schools which instil **Aspiration, Responsibility and Courage** in every learner, enabling them to find the greatness within them.





Our strategic objectives

- Every school a great school
- Every school an inspiring place to work and learn
- Every school a school of choice in the community
- Every school expertly supported by a strong central team



Our Values

Our values stand at the very core of everything. They are the centre from which all we do and say radiates, guiding the way that we work together.

Our Values

Aspiration



We aim high

Everyday we aim to be the best we can be. We are all striving to reach our own personal greatness. We recognise that we do not all start from the same place and we work to enable all to overcome barriers and achieve their full potential.

Responsibility



We play our part

We believe that we are all responsible for making Pathfinder Schools an inspiring place to work and learn. We hold ourselves accountable for our own actions, admit when we have failed against our own standards, feel comfortable asking for support and always strive to be our best selves.



Courage – We are brave

We are a Trust that faces challenges directly, we are honest about the decisions we make and the reasons for them. We support each other through difficult times in our learning and in

High Level Teaching Assistant

Contract type Permanent Part Time
21 hours per week 39 weeks per year
Salary
Grade G Points 8 - 12
£24,702 - £26,421 per annum pro rata
Interviews TBC
Start date

As soon as possible How to apply
To apply, please complete a Pathfinder Schools support staff application form, which can be downloaded from the vacancies page of the website

www.pathfinderschools.org.uk/join-us/vacancies

Completed application forms should be accompanied by a letter of application and should be sent to recruitment@pfschools.org.uk

Advert

We are looking to add a HLTA to our team. The role will be varied covering short time teacher absences, weekly class cover across the school as well as undertaking classroom support or targeted interventions depending on the needs of school data.

We are looking for a Higher-Level Teaching Assistant who can;

- Put the child at the heart of their learning and development
- Build great relationships with their parents and families
- Work to ensure excellent progress for the classes that you cover
- Bring new ideas to enhance our provision further
- Be a team player that can work alongside our existing staff

We can offer you:

- Dedicated planning and preparation time for your role.
- Coaching and Mentoring from our Assistant Headteacher
- Well motivated children and supportive families
- An enthusiastic, friendly and dedicated staff
- A driven and determined SLT
- Loyal Governors

The Governing Body of Rothwell Junior School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All appointments are subject to satisfactory references, medical and enhanced DBS checks. All shortlisted candidates will now be required to complete a staff disqualification declaration as part of our safeguarding checks.

For any queries or to discuss the post in more detail, please email bursar@rothwell.pfschools.org.uk FAO Bridget Leder for a discussion about the post.

We occasionally close vacancies early in the event that we receive a high volume of applications. Interviews may begin soon after receipt of applications for shortlisted candidates, therefore we recommend that you apply early.

Pathfinder Schools are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. DBS, Reference, Identity, Criminal Record and Medical Checks are mandatory for all posts within Pathfinder Schools.

Advert cont.

The workplace will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Rothwell Safeguarding Policies and Procedures are available on their website, which can be accessed at the following web address :

<https://rothwellschools.org.uk/about/school-policies>

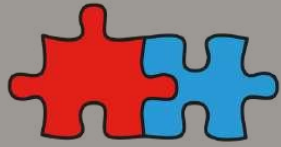
Pathfinder Schools and our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, medical, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our Recruitment and Selection Policy which includes further information on pre-employment checks and our statement on the Recruitment of Ex-Offenders <https://pathfinderschools.org.uk/join-us/vacancies>

Online searches

As part of our rigorous Safer Recruitment process Pathfinder Schools has adopted the practice of online searches for external shortlisted candidates. The purpose of the search is to enable us to fulfil our duty under Keeping Children Safe in Education and is part of our due diligence to identify any incidents or issues that have happened, and are publicly available online, which we may need to discuss with you during interview. Therefore, if you are shortlisted for a role an appropriate online search will be undertaken on your name(s). Consent to an online search is included in the Pathfinder Schools application form. Searches are based on publicly available information, therefore where your profiles are private or are locked, no further search will be required on these pages. Any information given will be treated as confidential and will only be used in relation to the post for which you have applied.

Pathfinder Schools is committed to creating a diverse workforce. We consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

High Level Teaching Assistant



Rothwell Schools

Job Description

Responsible to: Headteacher

Overall purpose of the post:

- To complement teachers' delivery of the national curriculum and contribute to the development of other support staff, students and school policies and strategies.
- To work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources. Also to supervise whole classes during the short-term absence of teachers.
- To provide support for students, the teacher and the school in order to raise standards of achievement for all, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage students to become independent learners, to provide support

Pathfinder Schools is committed to creating a diverse workforce. We consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Pathfinder Schools and all our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our Recruitment and Selection Policy which includes our statement on the Recruitment of Ex-Offenders

Duties and responsibilities Responsibilities

- Be committed to the safeguarding and promotion of the welfare of children and young people.
- Comply with the policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, and equal opportunities, and report all concerns to an appropriate person.
- Take appropriate action to identify, evaluate and minimise any risks to health, safety and security within the school environment
- Contribute to the overall ethos/work/aims of the school and trust.
- Establish constructive relationships and communication with all staff and other agencies/professionals.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Participate in training (including safeguarding and child protection) and other learning activities and performance development as required
- Under an agreed system of supervision by class teacher and within a pre-determined lesson framework will deliver lessons to cover short term absence or regular teaching commitments to whole classes.
- Jobs require an in-depth understanding of methods, procedures and the curriculum. The emphasis of these jobs is on the practical application of specialist knowledge and skills, rather than conceptual understanding.
- Some will have a specialist role that will typically cover a deeper knowledge of a narrower range of circumstances and may provide a lead in that specialism to others within the school e.g. SEN

- Supervisory responsibilities are likely to be a feature of these roles apart from where activities are of a very specialist nature –where guidance and development of others is likely to be a feature
- Works under an agreed system of supervision / management delivering learning and providing specialist knowledge
- Uses factual knowledge and reports on factual information to persuade others to take a course of action. Role holders may have a higher level of communication skills to influence, motivate and drive behavioural change as a result of persuasion and appeal
- Provides management information and may be involved in project work
- Likely to interact with colleagues, pupils, parents, carers and educational professionals under clear direction of class teacher and Senior Leaders.

Working in the environment

- Take a lead role in managing and delivering pastoral care and developing and implementing
- behaviour management strategies promoting independence and self control and assist in the supervision of pupils to ensure that the school's standards of health, safety and behaviour control are
- maintained
- Employ strategies to recognise and reward achievement of self reliance to meet the needs of pupils
- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Supporting pupils in the learning environment

- Under supervision of the class teacher: plan lessons using agreed school formats, prepare resources and deliver learning objectives and activities, adjusting when appropriate to meet the requirements of pupils and the curriculum (for example lesson plans, worksheets, plans)
- Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities
- Be aware of individual pupils needs as well as any pupils with any SEN one page profile targets
- A specialist role may conduct comprehensive pupil needs assessments, produce and disseminate individual education, behaviour, support and / or mentoring plans, lesson plans and learning activities to less specialist colleagues to deliver specific parts of the curriculum or provide guidance on a specialist area (gifted and talented pupils with special needs)
- Use specialist skills to support pupils consistently in the learning environment to promote independence and self reliance, inclusion, acceptance and equality of access to learning opportunities for all pupils
- Ensure pupils are provided with effective verbal feedback to learning and learning is adapted as a result where appropriate
- Assist with the supervision of pupils and planning of activities out of lesson times (for example at lunchtimes, before and after school) to encourage structured and positive play.
- Establish constructive relationships with pupils and interact with them according to individual needs.

Providing clerical and other support to service users

- Provide clerical support, for example photocopying, laminating, and displays.
- Support teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group of pupils under the supervision of the teacher.
- Lead in the completion of the class register when covering for the class teacher and follow up any absence where appropriate with the school office.
- Administer routine tests, record assessments and undertake routine marking of pupils' work inline with the school's agreed marking and feedback policy to meet requirements of pupils and the curriculum.

- Contribute to the identification and implementation of appropriate out of school learning activities which consolidate and extend pre-defined learning activities to meet requirements of pupils and the curriculum

Preparing and maintaining the classroom environment and resources

- Create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans and assist with the display of pupils' work under the direction of teaching staff to meet the needs of pupils and the curriculum.
- Maintain shared areas so that they are tidy and organised, e.g. science and cookery room, 'break-out' work spaces, shared cupboards.
- Select, plan, prepare, organise and evaluate the effectiveness of learning resources equipment and required to support lesson plans/learning activities to meet the needs of pupils and the curriculum.
- Advise on appropriate deployment and use of specialist aids, resources and equipment meet the needs of pupils and the curriculum.

Developing the team

- Lead, advise and contribute in meetings, training/development activities and supervise, coach and mentor less experienced and specialised colleagues when appropriate, to support the achievement of individual and team performance and development objectives.
- Work in effective partnership with the class teacher and other adults in the classroom to ensure consistency and continuity for pupils when covering for PPA or short term absence.

Building professional relationships

- Build and maintain positive working relationships with pupils, parents, carers, colleagues, professionals and multi-agencies to maximise pupils' development and maintain the overall ethos of the school. Communicate with parents/carers only under the direction of teaching staff

Dealing with behaviour issues

- To take responsibility for the management of behaviour pupil whilst covering for the class teacher and supporting less experienced colleagues seeking support of senior staff when appropriate.
- Use knowledge of different behaviour management and communication strategies and adapt existing strategies/methods as necessary to deal with disruption by pupils in class, following the agreed behaviour policy.
- Where required and suitably trained, use appropriate physical restraint techniques in accordance with relevant policies and procedures.

Monitoring levels and ordering resources

- Monitor resource levels and contribute to the resource ordering process under the direction of teaching staff to ensure the timely availability of resources to meet the requirements of the curriculum.
- Maintain an awareness of the importance of the appropriate use of resources to minimise waste and maximise the effectiveness of financial resources.

Reviewing pupils performance

- Monitor, observe, record and feedback, on pupil achievement providing objective reports/annotated lesson plans with appropriate evidence and assist in the the gathering of information and in the completion of pupil profiles and records of attainment to maximise pupil development.
- Complete assessment records and complete national data requests for subject taught as required by senior staff.

Physical effort and/or strain

- Job holders regularly move around during their normal working pattern, walking standing and sitting with pupils.
- Job holders may set out PE equipment and will have help in moving heavy equipment following agreed HSE guidance.

Working environments

- Job holders may carry out playground duties or outdoor learning in variable weather conditions; however there is usually indoor play during bad weather
- Very occasionally job holders are required to clean up toilet accidents and help clean up children who have been ill following agreed Health and Safety/COSHH guidance.

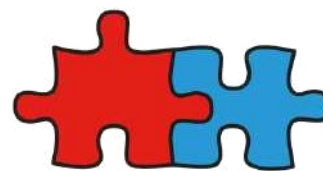
- Any other duty required by the Headteacher, Senior Leaders as may be reasonably required commensurate with the level of post.
- Performance Management will take place on an annual cycle.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The workplace will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

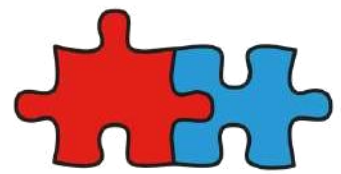
High Level Teaching Assistant Person Specification



Rothwell Schools

The essential and desirable outlined in the table below will be used as part of the shortlisting process. Candidates should meet all essential criteria to be considered for the post, desirable criteria will be referred to where further shortlisting activities are required beyond the consideration of essential criteria. This is usually the case in respect of a high volume of applications meeting all shortlisting criteria.

Criteria	Essential	Desirable
Education and Qualifications	<ul style="list-style-type: none"> • NVQ level 4 or equivalent in relevant subject e.g. HLTA qualification or significant experience of working with or caring for children of relevant age and • at least a pass in English and Maths at GCSE C or equivalent • Evidence of training in a Literacy/Numeracy programme and or other curriculum or learning area. 	<ul style="list-style-type: none"> • English and Maths qualifications to NVQ Level 3, A-Level or equivalent • Further CPD training undertaken. • Specialist knowledge in a particular curriculum or learning area e.g. SEN • Commitment to attaining HLTA status (if do not currently hold)
Experience and Knowledge	<ul style="list-style-type: none"> • A minimum of two years experience of working with children preferably in an education setting • Understanding of behaviour management strategies • Experience of leading small and large groups • Experience of interpreting lesson planning • Experience of quality feedback and marking • Working knowledge of national curriculum/EYFS curriculum and other relevant learning 	<ul style="list-style-type: none"> • Experience of working with children in different key stages programmes • Experience of leading whole class sessions • Working knowledge of school behaviour management policy • Working knowledge of school marking and feedback policy • Experience of planning learning activities • Experience of managing others
Safeguarding	<ul style="list-style-type: none"> • A commitment to safeguarding children and report concerns. • Subjected to a full Disclosure and Barrier check, satisfactory references and disqualification by association form completed. • Able to form and maintain appropriate professional relationships and boundaries with children and young people. • Ability to deal with sensitive information in a confidential manner. 	<ul style="list-style-type: none"> • Recent evidence of Safeguarding training and working knowledge of school child protection practices. • Recent first aid training



Rothwell Schools

Criteria	Essential	Desirable
Ability and Skills	<ul style="list-style-type: none"> • Ability to work constructively as part of a team • Ability to work in partnership with class teacher to ensure consistency for pupils • Effective oral and written communication skills • Ability to manage difficult behaviour in a calm and patient manner • Ability to use own initiative but also follow direction • Good organisation and time management skills. • Confident with the use of IT equipment to support learning. • Able to act as good role model to children. • Ability to organise the classroom activities • Ability to implement teaching and learning strategies 	<ul style="list-style-type: none"> • Ability to organise and lead others • Ability to help children transfer their learning to other parts of their lives • Willingness to attend school training sessions
Equal Opportunities	<ul style="list-style-type: none"> • A commitment to helping pupils achieve through learning • Ability to demonstrate awareness/understanding of Equal opportunities. • Able to support and understand the needs of SEND pupils 	

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

This job description may be amended at any time in consultation with the postholder.

The job-holder will ensure that academy policies are reflected in all aspect of their work, in particular those relating to:

- Equal Opportunities
- Health and Safety
- General Data Protection Regulations (2018) Data Protection Act (2018)
- Safeguarding children and young people

Notes:

Pathfinder Schools and all our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to

share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring

Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our Recruitment and Selection Policy which includes our statement on the Recruitment of Ex-Offenders [Pathfinder Schools - Pathfinder Schools Vacancies](#)



Contact us

<https://www.rothwellschools.org.uk/>

Rothwell Junior School:

Gladstone St,

Rothwell,

Northamptonshire,

NN14 6ER

Phone 01536 906699

Email-parents.rjs@rothwellschools.org.uk

Rothwell Victoria Infant School & Nursery:

School Lane,

Rothwell,

Northamptonshire,

NN14 6HZ

Phone 01536 906699

Email parents.rvis@rothwellschools.org.uk