



Higher Level Teaching Assistant

Candidate Pack

2023



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Our School



Loatlands Primary School is situated in the town of Desborough and we pride ourselves on being part of the local community. Our school facilitates two-form entry from Reception to Year 6, in addition we can accommodate up to 39 children in either the morning or afternoon sessions at our attached Nursery. Our children are well behaved and enthusiastic learners, they enjoy coming to school

We have a modern, open and welcoming learning space. We have a large and colourful library, a hall space with an attached dance and drama studio, excellent outside learning areas for Reception children and plenty of green space including a trim trail and a conservation area where we offer Forest School sessions to all pupils throughout the school. Classrooms are fully equipped with interactive screens and our ICT provision includes laptops and iPads in mobile trolleys for use by all classes.

At Loatlands our dedicated team of staff and governors seek to work in partnership with families in order to nurture the whole child and develop the highest standards of education for all children. We believe passionately in creating a love of learning that will allow children to become enquiring learners in all areas of our exciting and enriching curriculum.

During our last Ofsted inspection in June 2016 we maintained our 'good' rating.

Vision & Values



Our Vision

At Loatlands Primary School we believe in the transformative power of education. Our school community is where we develop as well-rounded individuals, using our collective strengths to grow as a team. We believe that every member of our school community has the capacity to excel. This success will only be achieved through a commitment towards our shared values of respect, resilience and curiosity.

Our Values

Respect

- We are a caring and thoughtful school community. We understand the importance of showing kindness and politeness to others.
- We appreciate our differences and accept others for who they are. We celebrate our unique strengths and talents.
- We promote honesty, understanding that we are all responsible for our own actions.
- We act with integrity so that we can respectfully disagree and move forward together as a result

Resilience

- We show courage and positivity when working together to tackle new challenges. As learners, we know our own strengths and weaknesses, taking bold risks whilst learning.
- We seek feedback to help us grow. We learn from our mistakes, showing determination to succeed.
- We support each other so that we are happy, confident individuals. We are encouraged to make healthy choices so we feel good about ourselves.

Curiosity

- As a community, we ask questions about the world around us to challenge our thinking. We initiate our own ideas, exploring them creatively and taking pride in the outcomes.
- We are passionate learners who investigate and seek out answers.
- We make connections to our own experiences and collaborate with others.

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.

National Professional Qualifications (NPQ'S)-Pathfinder Schools is an official NPQ delivery partner who in collaboration with the Outstanding Leaders Partnership (OLP) are delivering the new National Professional Qualifications (NPQ) training programmes to schools from November 2021. The new qualifications draw from the very latest evidence and research into pedagogy, behaviour, curriculum and more.



What our staff appreciate most

“ ”

Feeling welcomed and appreciated

The kindness of the staff and the safe environment

The emphasis on the importance of wellbeing

Pulling together when things get tough

Support and opportunities provided by the Trust

The 'family' feel of the school

The actual job itself is lovely

The children's behaviour

The children first ethos

Being part of Pathfinder Schools

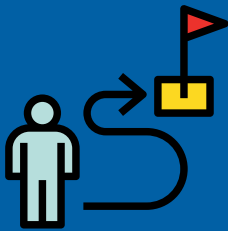


Pathfinder Schools is a cross-phase, multi-academy Trust of 10 schools in the north of Northamptonshire. Our Trust includes both church and community academies and we work closely together, connected by the vision we share for our pupils. Each school has its own unique character but we are unified by 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.

Based upon a foundation of independence, we empower young people to broaden their horizons and open their minds to new opportunities.

Our vision



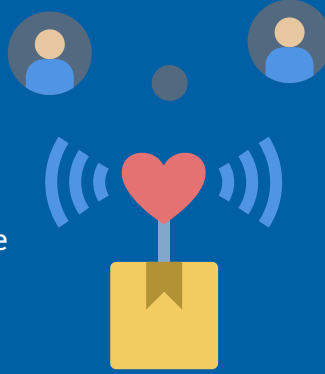
Together we want to develop inspirational schools which instil Aspiration, Responsibility and Courage in every learner, enabling them to find the greatness within them.





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 our lives. We have the strength to persevere in the face of difficulty, uncertainty and challenge.

Higher Level Teaching Assistant



Loatlands
Primary School

Advert

Contract type

- Permanent
- Part-time
- 27.5 hours per week
- 39 weeks per year

Salary

- Grade G - Points 8 - 12
- (£22,777 - £24,496) per annum pro rata

Closing date

- 27th November 2023

Interviews-w/c

- To be confirmed

Start date

- As soon as possible

How to apply

To apply, please complete a Pathfinder Schools teacher 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

Loatlands Primary School is situated in the town of Desborough. We currently have 441 children on roll across the school and nursery. Our children are well-behaved and enthusiastic learners, they enjoy coming to school and there is a supportive and forward-thinking staff team.

We are looking for a High Level Teaching Assistant to support children across the school.

The successful applicant will need:

- A passion for supporting children to achieve the very best that they can
- A caring, nurturing nature and enjoy making a difference in children's lives
- Enjoy working as part of a team and have great communication skills
- To be calm and patient, firm but fair
- To be able to keep clear and accurate records.

Loatlands Primary School is committed to safeguarding and promoting the welfare of children. In line with safer recruitment practice, an enhanced DBS check is required for the successful applicant and references will be requested for short-listed applicants prior to interview.

Loatlands Safeguarding Policies and Procedures are available on their website, which can be accessed on the following web address : <https://loatlandsprimary.net/information/school-statutory-information>

For any queries about the post, please contact the Headteacher, Mrs Alison Willis on 01536 903713 or email head@loatlands.pfschools.org.uk

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.

Being part of Pathfinder Schools offers a fantastic opportunity to develop yourself, as a Trust we actively encourage collaboration and the sharing of good practice; we believe that by developing a love of learning and having the highest expectations, all members of the Pathfinder Schools community can achieve and inspire greatness.

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.

KCSiE 2022 - 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 passionate about its values of Aspiration, Responsibility and Courage, we believe that when people feel respected and included, they can be more creative, innovative, and successful. We are committed to an inclusive workforce that represents many different cultures, backgrounds and viewpoints. Our employee lifecycle processes are designed to prevent discrimination against our colleagues, regardless of gender identity or expression, sexual orientation, religion or belief, pregnancy and maternity, marital status, ethnicity, age, disability status, or any other aspect which makes them unique. While we have more work to do to advance diversity and inclusion, we're committed to moving our Trust and the education sector forward.

Higher Level Teaching Assistant Job Description



Responsible to: The Head Teacher

Purpose of the role:

- 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 occasionally 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

Principal responsibilities:

- 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 PPA 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 this role 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 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 to 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 of 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 say 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 or Head of Nursery as may be reasonably required commensurate with the level of post.
- Performance Management will take place on an annual cycle, with the Headteacher, Deputy Headteacher, Head of Nursery or SENDco taking the role of appraiser.

Higher Level Teaching Assistant Person Specification



AF = Application Form | = Interview

Attributes	Essential It is essential candidates can provide evidence of:	Test	Desirable It is desirable candidates can provide evidence of:	Test
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 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. 	<p>AF/I</p> <p>AF</p> <p>AF</p>	<ul style="list-style-type: none"> English and Maths qualifications to NVQ Level 3, A-Level or equivalent Further CPD undertaken Specialist knowledge in a particular curriculum area, e.g. SEN 	<p>AF</p> <p>AF/I</p> <p>I</p>
Experience and Knowledge	<ul style="list-style-type: none"> A minimum of two year experience working with children, preferably in an education setting Understanding of behaviour management strategies Experience of leading small or large groups Experience of interpreting lesson planning Experience of quality feedback and marking Working knowledge of National Curriculum / EYFS Curriculum and other relevant learning 	<p>AF</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>AF/I</p>	<ul style="list-style-type: none"> Experience of working with children in different key stages 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 	<p>AF/I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p>
Safeguarding	<ul style="list-style-type: none"> A commitment to safeguarding children and reporting concerns 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 	<p>I</p> <p>I</p> <p>I</p>	<ul style="list-style-type: none"> Recent evidence of Safeguarding training and working knowledge of child protection practices Recent first aid training 	<p>AF</p> <p>AF</p>

Higher Level Teaching Assistant Person Specification



AF = Application Form | = Interview

Attributes	Essential It is essential candidates can provide evidence of:	Test	Desirable It is desirable candidates can provide evidence of:	Test
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 teachers 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 	<p style="text-align: center;"> </p> <p style="text-align: center;"> </p> <p style="text-align: center;">AF/ </p> <p style="text-align: center;"> </p> <p style="text-align: center;"> </p> <p style="text-align: center;"> </p> <p style="text-align: center;">AF/ </p> <p style="text-align: center;"> </p> <p style="text-align: center;"> </p> <p style="text-align: center;"> </p>	<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 	<p style="text-align: center;"> </p> <p style="text-align: center;"> </p> <p style="text-align: center;">AF/ </p>
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 	<p style="text-align: center;"> </p> <p style="text-align: center;"> </p> <p style="text-align: center;"> </p>		

Contact us



1 Visit us Loatlands Primary
School,
Harrington Road
Desborough
NN14 2NJ

2 Call us 01536 903713

3 Email us parents@loatlands.pfschools.org.uk

4 Visit our website <https://loatlandsprimary.net/>

5 Watch our video <https://loatlandsprimary.net/school-video>

6 Follow us [@loatlandspri](https://twitter.com/loatlandspri) 

