Higher Level Teaching Assistant
The Cheadle Academy

RECRUITMENT PACK

The Cheadle Academy
Station Road
Cheadle
Staffs
ST10 1LH
01538 493900
office@thecheadleacademy.co.uk
www.thecheadleacademy.co.uk

The Cheadle Academy. A company limited by guarantee, registered in England and Wales, number 7694080.

www.thecheadleacademy.co.uk

Higher Level Teaching Assistant

Term-time only plus 6 days
32.5 hours per week 8.30am – 3.30pm
Grade 7
FTE £23,953 - £27,514
Actual salary £18,190 - £20,894
(Pay rise pending)

The Cheadle Academy is seeking to appoint an enthusiastic and inspirational HL Teaching Assistant for Inclusion. The Governors are looking for an individual who has the ability and desire to become an outstanding practitioner and contribute positively to the wider inclusive school community.

You would be joining a dedicated team of professionals to work under the direct instruction of the Assistant Principal for Inclusion, to co-ordinate the support provision for students with special educational needs in the classroom as well as extracted intervention. Furthermore, you would be supported by a friendly, supportive and professional team of staff with a commitment to provide Continuing Professional Development. A comprehensive induction programme is in place for the successful candidate.

The Cheadle Academy is an equal opportunities employer committed to safeguarding and promoting the welfare of children and this position is subject to an Enhanced Disclosure check.

For further details and an application pack please visit the school website

Visits to the school are welcome and can be arranged by contacting Mrs Alkins (Admin Officer) on 01538 493900 or by emailing recruitment@thecheadleacademy.co.uk

Closing date for applications: **Monday 3rd October 2022 9am**
Interview Date: **Thursday 6th October 2022**

PRINCIPAL
Mr N Jamieson
BA Hons, PGCE, NPQH

STATION ROAD
CHEADLE
STOKE-ON-TRENT
ST10 1LH
TEL: 01538 493900
FAX: 08718 956963
www.thecheadleacademy.co.uk
office@thecheadleacademy.co.uk

Dear Applicant,

Thank you for taking the time to consider applying for the post of Higher Level Teaching Assistant for Inclusion at The Cheadle Academy. As its Principal, I would like to share with you some of the factors that attracted me to work here. The main appeal was, of course, the immense potential of The Academy to be judged, by everyone's standards, as outstanding.

Our recent Ofsted inspection in May 2019, has rated the academy as Good in every aspect of its work.

- "The headteacher and senior staff are relentless in their determination to make this school **a beacon of excellence** in the local community and provide the very best education for its pupils."
- "**Pupils are proud of their school** and are courteous and show respect for each other and for visitors"
- "The school is **extremely pupil-centred**. Pupils lie at the heart of everything and they are extremely well cared for and supported."
- "There is an **exceptional culture of safeguarding** in the school"
- "Leaders have created **a fully inclusive school**, where pupils feel valued, supported and nurtured"
- "The **behaviour of pupils is good**"
- "**Pupils are proud of their school** and speak highly of it, wearing their uniform with pride".
- "The **school is a calm**, orderly environment. Pupils are polite and courteous."
- "**Teaching is good**"
- "Students' **outcomes are good**"

Are you a dynamic and inspirational person? Are you ready to help our pupils reach their full potential? We are looking for a with the drive and ability to support innovation and progress, who puts the best interests of students at the forefront of their work.

The Cheadle Academy is a popular 11-18 inclusive comprehensive school serving the close knit community of Cheadle and the surrounding villages. The whole community takes a keen interest and pride in the achievements of its students. Our staffing compliment is 29 teachers and 20 support staff. We have 478 students on role and our own *Cheadle Sixth Form College*, offering a wide range of A Levels and some vocational courses to support the students of Cheadle and the surrounding area.

There is an emphasis on a caring, inclusive academy in which all staff take responsibility for the protection and safety of our students. We are an equal opportunities employer and aim to provide equality of opportunity and access to all. The Cheadle Academy has a strong track record of collaborative work with

our primary feeder schools, other institutions and groups of school, which will continue to develop in the future.

Every child's journey through our Academy is important to us. We intend to ensure that every child receives nothing but the highest levels of academic and pastoral support, as we build a school dedicated to achieving my underlying philosophy of promoting success through partnership and challenge. Please review the recruitment pack before completing your application form. Please do not send a CV with your application form.

I would to like thank you for your interest in this post, and our Academy, and wish you every success with your application.

Yours sincerely,



Mr Neil Jamieson
Principal

SAFEGUARDING

The Cheadle Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The school follows safer recruitment practices and the successful applicant will be required to apply for an enhanced Disclosure and Barring Service check.

We are passionate about promoting British values, which is evident through our curriculum and the routines of our daily school life.

VISION AND VALUES

*"Leaders are committed to making this school **a beacon of excellence and all share in this vision**. They have the drive, determination and capacity to improve the school further." (Ofsted 2019)*

The Cheadle Academy is a school which puts the child at the heart of everything we do. We are a fully inclusive school who through partnership with our teachers, pupils and parents ensure that every child becomes the best they can be. We aim to be an outstanding community based school that nurtures motivated and curious children, promoting success that inspires and empowers a generation of lifelong learners.

APPLICATION PROCESS

Higher Level Teaching Assistant for Inclusion -

Key Dates:

School tours available on request, please telephone Mrs T Alkins on 01538 493900 to arrange.

Closing date for applications: **Monday 3rd October 2022**
Interview Date: **Thursday 6th October 2022**

Start date: **ASAP**

We do hope that you apply and, if you do, you need to submit a fully completed application form by the closing date above. Please note that we do not accept CVs and no applications will be accepted after the closing date. Shortlisting will be based on the information contained within your application form only.

Your application should be emailed for the attention of Mrs T Alkins to:
recruitment@thecheadleacademy.co.uk

or post it to:

Mrs T Alkins
Admin Officer
The Cheadle Academy
Station Road
Cheadle
Stoke-on-Trent
Staffordshire
ST10 1LH

For further enquiries, please contact the school on 01538 493900

We look forward to receiving your application.

The Cheadle Academy

Higher Level Teaching Assistant

Grade 7

Statement of Purpose

• The postholder will support the work of a qualified teacher and, under an agreed system of supervision, have responsibility for agreed learning activities.
• This involves working in conjunction with the teacher to prepare curriculum content to work with one or more class teachers and take some classes. This would also include monitoring, assessing, recording and reporting on pupil development, progress and attainment.
• The postholder will be a member of a multi-disciplinary team and will work under the leadership of a qualified teacher to the class or group. H/she will operate with a high level of delegated authority under an agreed system of supervision. (Under the Education (Specified Work and Registration) Regulations 2003 and its accompanying guidance, each class or group for timetabled core and foundation subjects and R.E. must be assigned a qualified teacher to teach them.)

Support for Pupils

Under the direction of a qualified teacher:
• Support pupils' learning in a range of classroom settings, including working with individuals, groups and whole classes (where the assigned teacher is not present) using detailed knowledge, experience, specialist skills and training.
• Establish productive working relationships with pupils acting as a role model and setting high expectations.
• Develop and implement pupil's Individual Education/Behaviour/Support/Mentoring Plans and review progress.

Support for the Teacher

• Organise and manage appropriate learning environment and resources.
• Under an agreed system of supervision, plan and prepare teaching and learning objectives, adjusting activities/work plans as appropriate.
• Undertake more complex marking of planned work.
• Monitor and evaluate pupil responses to learning activities using a range of assessment and monitoring strategies against pre-determined learning objectives.
• Within the schools discipline policy, apply behaviour management strategies and techniques to manage behaviour constructively and contribute to purposeful learning environment.
• Co-ordinate and organise pupils attending extra curricular activities/work experience or other out of school activities (see footnote 1).
• Invigilate exams/tests within the school environment.

CHILDREN AND LIFELONG LEARNING – HR SERVICES

Support for the Curriculum

Under the direction of a qualified teacher:
• Deliver learning activities to pupils within an agreed system of supervision, adjusting activities according to pupil responses/needs.
• Contribute to curriculum planning, evaluation and implementation.
• Use ICT effectively to support learning activities.
• Contribute to development of school policies and procedures by participation in working groups.
• The development, preparation and dissemination of appropriate materials.
• Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

• Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
• Be involved in and contribute to whole school policy development.
• Assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
• Ensure all pupils have equal access to opportunities to learn and develop.
• Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
• Contribute to the overall ethos/work/aims of the school.
• Attend relevant meetings as required.1
• Participate in training and other learning activities and performance development as required (see footnote 1).
• Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.

Note 1: The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

1 Every effort should be made to ensure support is within contractual hours

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Person Specification Higher Level Teaching Assistant Level 4

Essential Criteria Measured By

Experience AF/I

• Three years experience of working to support children's learning, gained in a relevant environment.

Qualifications/Training AF/I/PE

• Meet HLTA standards or equivalent qualification and experience.
• Excellent numeracy/literacy skills equivalent to NVQ Level 2 in English and Maths or recognised equivalent.
• NVQ Level 4 for Teaching Assistant (or recognised equivalent qualification).

Knowledge/Skills AF/I/PE
• Full working knowledge of relevant policies/codes of practice including school performance management policies.
• A good understanding of curriculum matters and to be able to contribute effectively to curriculum development and delivery.
• In depth understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years.
• Understanding of principles of child development and learning processes.
• Ability to plan effective actions for pupils at risk of underachieving.
• Have experience of, or demonstrate the ability to manage a team, including the monitoring, evaluation and prioritisation of others' work.
• Have experience of, or demonstrate the ability to develop, implement and deliver training programmes for other staff.
• Effective use of ICT to support learning.
• Use of other equipment technology – video, photocopier.
• Well-developed interpersonal skills to be able to relate well to a wide range of people.
• Excellent communication skills.

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Behavioural Attributes – AF/I

• Builds personal relationships with stakeholders, through regular contact and consultation.
• Coaches and empowers team members to take responsibility for ensuring customer care.
• Understands the schools development plan and how it relates to team and individual objectives.
• Accepts, supports and quickly implements change.
• Identifies and promotes best practice and encourage the sharing of ideas.
• Proactively seek opportunities to increase job knowledge and understanding.

• Values the diversity of individuals, adaptable approach to meet individual needs and effectively utilise the diversity of team members.
• Works with others to resolve differences of opinion and resolve conflict.
• Requires minimum supervision.
• Takes responsibility for own and team actions.
• Identifies and overcomes barriers and manage risks.
• Takes quick and effective action.
• Demonstrates focused implementation of role and responsibilities.
• Builds strong team ethos where everyone feels valued.
• Provides timely, sensitive and honest feedback on performance.
• Is accountable for own development and encourages the ownership of development needs amongst team members.

AF/I AF - Application form I - Interview PE - Practical exercise

Note 1: In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***