



Cherry Tree Academy

Higher Level Teaching Assistant (HLTA)

Application Pack

Post title	Higher Level Teaching Assistant (HLTA)
Location	Cherry Tree Academy Cobbler's Lane Pontefract WF8 2HN
Salary & Grade	Qualified - Grade 7 SCP 18 – 23 FTE £27,344 - £30,151 Actual £20,820 - £22,958 OR Unqualified - Grade 6 SCP 12 – 17 FTE £24,496 - £26,845 Actual £18,652 - £20,440 (Please note a qualified HLTA is classed as a person that holds HLTA status or QTS.)
Hours	32 hours 30 minutes per week, Monday to Friday Term time only plus 5 inset days Permanent

Cherry Tree Academy is a larger than average primary school in the market town of Pontefract which joined the successful Waterton Academy Trust, a Trust of 13 primary schools in the Wakefield and Barnsley area, in April 2017. Waterton Academy Trust's main aim is to ensure all children receive the education that they deserve, and Cherry Tree Academy is very proud to be part of this collaborative group.

The Governors, leaders and children of Cherry Tree Academy are currently seeking a Higher Level Teaching Assistant to join the growing team as soon as possible, with dates to be mutually agreed. The successful candidate will work closely with the teaching staff supporting children with their learning and behavioural needs.

This is an excellent opportunity for an ambitious and talented individual to take a key role in our team. We are looking for someone with a genuine passion for education – someone who is driven to make a difference to the lives of the children they work with.

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 in conjunction with the class teacher
- Is able to 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:

- The support and expertise of the school's outstanding leadership team and governing body with a clear vision of raising standards of teaching and learning
- Children who love learning
- A stimulating and creative learning environment
- An opportunity to work with a passionate and dedicated team of staff
- A happy and caring school community
- A commitment to support your continued professional development through a network of experienced professionals across the primary academies within Waterton Academy Trust
- The opportunity to contribute to school improvement
- A health and wellbeing package
- A cycle to work scheme
- An excellent pension package

Next Steps

For further information, please contact the school office 01977 704138.

Applicants are requested to submit a completed application form which can be downloaded from the recruitment page of the trust's website. www.watertonacademytrust.org

Completed applications are to be returned to cherrytreeoffice@watertonacademytrust.org or to the school address by the closing date below.

Selection Timeline

Closing Date: Friday 3rd February 2023 at 12pm

Shortlisting: Friday 3rd February 2023

Interviews: Friday 10th February 2023

Dear Applicant

Thank you for your interest in the post of Higher Level Teaching Assistant at Cherry Tree 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. As a key leader in the development of our provision, you will also have the opportunity to work alongside partners from across the trust and the wider system leaders' network.

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.

Yours sincerely,



Dave Dickinson OBE

Chief Executive Officer



Dear Colleagues

On behalf of the children, staff and governors of Cherry Tree Academy we would like to thank you for your interest in joining us.

We joined the Trust in April 2017 and have worked with the full staff team to improve the learning experiences for our children. We are a very close, dedicated and ambitious team and are passionate about improving the life chances for all of our children.



Prior to Cherry Tree Academy joining Waterton Academy Trust the predecessor school had been placed in a category of concern by Ofsted. However, due to the outstanding work of the full staff team, alongside first rate support and challenge from the Trust, we were able to move out of this category in March 2020. We are now very excited to build upon this success and the academy is going from strength to strength as we journey towards an assessment of 'Good' overall. This is a very exciting time to join our staff team and contribute to this journey and ultimate success.

One of the strengths which was identified by Ofsted was the focus and speed at which the areas for improvement had been actioned since we joined the academy. We are a fast moving team, always looking for ways to improve our practice and the outcomes for our children.

Cherry Tree Academy is committed to providing a stimulating, creative environment so that all of our children reach their full potential. Our curriculum is diverse and varied to ensure that the full breadth of study is accessed by all children.

We are proud of the progress that we have made and would love you to join our team as we consolidate these developments and move forward to even greater strength. We look forward to receiving your application.



Mr J Grayston
Headteacher

About our School

Cherry Tree Academy is a 1.5 form entry school serving an area of Pontefract, West Yorkshire. The percentage of disadvantaged children is higher than the national average.

A strength of the school is our inclusivity. We have a high number of pupils with complex needs. Many of which are met through EHCP provision. We are proud of our support programmes such as individual and group interventions, nurture provisions and our strengthening relationship with external support services to meet the needs of all of our children.



Ofsted in 2020 were very positive about the improvement journey the school is on. Some comments from the report include:

- Children get a warm friendly start to school in the early years. Positive relationships are forged between children, staff and parents and carers.
- New leaders have made great strides in changing the culture of behaviour.
- Strong safeguarding procedures and carefully planned lessons and activities help to keep pupils safe.

We aspire to be a good school and have high expectations for all of our children and staff. This is a period of rapid evolution and improvement for Cherry Tree and we would love to welcome you to join our team.



The role is as rewarding as it is challenging and with the support of the Cherry Tree family, I am happier than I have ever been in my teaching career. It is truly a 'family' where we support each other on a daily basis. We have fun, we laugh and we work really hard to keep the children at the very centre of our focus.

Sarah

Class Teacher



Since joining the academy as an NQT, I have been fully supported and have been given ample opportunities for CPD as well as being given chance to shadow a leadership role.

Chloe

Class teacher





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I love working at Cherry Tree. The children and staff are a pleasure to work with. We have a great team.

All staff are really well supported. We have a great team of really dedicated and approachable staff

Trudie

Office staff

Why Choose Cherry Tree?

We are a close community who care for each other and value everyone's contributions.

We work in an innovative and stimulating environment which is well equipped and organised.

We have a knowledgeable and approachable SLT who are committed to achieving the very best outcomes for all our pupils.

We are able to call upon expertise from across the Trust, collaborating and sharing best practices through networking groups.



About the Trust

Our vision is to create a collaborative of schools that work together to deliver excellence; a collective where teaching and learning is paramount and children enjoy and engage in a rich and relevant curriculum. We strive to foster a culture of high aspiration amongst all our students and to create an environment where everyone reaches their full potential, regardless of their social, economic or cultural background and where success truly is a shared experience.



The creation of the Centre for Excellence (CfE) is the single most important development the trust has delivered in recent years. The centre has become the beating heart of our school improvement strategy, CPD offer, partnership working and the main conduit for our blended learning provision. Our School Improvement Team are based in the CfE and leaders from across the trust work alongside them to develop practice and provision. The trust believes that excellence can only be delivered through investing in people and providing them with the resources they need to deliver. The CfE is one example of how we do that.

The trust has maintained a manageable geographical partnership area, one where academy staff and central team colleagues are able to travel between each other within a reasonable time frame. There are currently thirteen academies in the trust, all are within the Wakefield and Barnsley boundaries and therefore find it easy to attend INSET, CPD and trust events. The trust has adopted a Hub Model to further support collaborative working and allow for future growth.



I joined Waterton as an apprentice and have enjoyed three years of professional development. I feel that I have grown into a valued member of the Central Team. I am loving working within the excellent resource that is the CfE.

Jack
Digital Media Officer

East Hub



Ackworth Milldam Primary School
South Kirby Academy
Cherry Tree Academy
Churchfield Primary School
King's Meadow Academy
West End Academy

West Hub



Walton Primary Academy
Wrenthorpe Academy
Sharlston Community School
Lee Brigg Infant School
Normanton Common Primary Academy
Normanton Junior Academy
Crofton Infant School

About the Trust

(Continued)



Partners and Projects

Investing in people and in partnerships is key to ensuring excellence and is something that as a trust we are extremely passionate about.

Quality professional development is delivered by colleagues from across the trust to all members of our team.

We are proud to call ourselves an outward facing organisation and are advocates of sharing best practice and being contributors to the wider system leaders' network. We therefore encourage colleagues to take up opportunities and engage in projects outside of the trust.

Below are examples of some of the partners, projects and opportunities that Waterton Academy Trust colleagues experience.

I started my teaching career as an ITT student through the Waterton and Leeds Trinity partnership. I enjoyed the ITT course and found the training on offer, especially within Waterton, to be extremely beneficial. The course was challenging, supportive and a great deal of fun. The fact that there is a job at the end for successful students is the cherry on the cake!

Robyn

Year 2 Teacher (RQT)



Education
Endowment
Foundation

A collaborative partnership between Wakefield Local Authority, Wakefield System Leaders and Doncaster Research School. Supported by funding from the Education Endowment Foundation and Wakefield Council. The primary project is led by Waterton's CESO and Waterton LLEs are involved throughout.

A partnership through which EBE and Waterton Academy Trust (and the broader Waterton network) collaborate to offer professional learning to teachers and leaders.



**Evidence Based
Education**



Apprenticeships

The desire to invest in all colleagues has seen the trust become an apprenticeship provider. The first apprenticeship to be designed was the Level 3, Supporting Learning in Primary Schools. The trust is currently designing further courses to support early career progression.

Investing in future leaders has seen the trust create a strong relationship with Learners First. Colleagues have full access to NPQ courses, with NPQH and NPQEL cohorts working together in the CfE.



Job Description

Title	Higher Level Teaching Assistant
Accountable to	Headteacher or Line Manager nominated by Headteacher

Purpose of the Post

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

1. Support for Pupils

- 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.

2. Support for the Teacher

- 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.
- 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.

3. Support for the Curriculum

- 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.

4. Support for the School

- 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.
- 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.

Expectations of All Employees

- 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

Additional Information

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 scope of the post and the grade has been established on this basis.

Responsibilities for Resources

Employees (Supervision):

None

Financial:

None

Physical:

Reports any faults in equipment and resources to Team Leader

Customers and Clients

To supervise and ensure the health and safety of children at all times.

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

The employment checks are required:

- Evidence of entitlement to work in the UK
- Evidence of essential qualifications – see page 1 of this job specification
- Two satisfactory references
- Confirmation of medical fitness for employment
- Registration with appropriate bodies (where applicable)

The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:

Evidence of a satisfactory safeguarding check e.g. DBS check at the relevant level.

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I have worked for Waterton Academy Trust for nearly 5 years and during this time I've watched it grow into something unique and exciting, providing fantastic opportunities for both pupils and staff. I really feel we are the Waterton family and I have never before worked with a group of more passionate, hard-working and committed individuals. We pull together when things get tough and are always willing to go that extra mile.

Pam

Chief Finance Officer



Personal Specification

Title	Higher Level Teaching Assistant
Accountable to	Headteacher or Line Manager nominated by Headteacher

AF: Application Form

I: Interview

CQ: Certificates/Qualifications

R: Reference

OT: Occupational Task

P: Presentation

Education & Training		Essential	Desirable	How Identified
Formal qualifications & relevant training	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				
Ability to undertake duties of the post	Previous experience of working with children of the relevant age range in a learning environment	X		AF/I
Knowledge				
Includes abilities	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
Physical Skills				
	Effective use ICT to support learning	X		AF/I
Suitability to work with children and young people				
Issues relating to safeguarding and promoting the welfare of children and young people	Satisfactory DBS disclosure and standard Trust pre-employment checks	X		I/R DBS Disclosure
Additional Requirements				
	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		I
	Work in accordance with the Trust's core values and behaviours	X		I
	Travel in connection with the post	X		I
	A commitment to safeguarding and promoting welfare for all	X		I



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Waterton Academy Trust’s strength lies in its people. Everyone is very open and supportive; I can approach colleagues for advice and guidance when it is needed. The school improvement team are skilled and knowledgeable, and I have the opportunity to work alongside valued peers in other schools nearby. Because of this network of dedicated Waterton colleagues, I can focus on each child fulfilling their potential in school, which is the fundamental tenet of the Trust.

Clare
Headteacher





“

I am both proud and privileged to be part of Waterton Academy Trust, which strives to provide an outstanding education for all its children. It is a place where individuals are nurtured, valued and encouraged to flourish and succeed. Commitment, passion and hard work are rewarded with opportunity for personal development; in my own case I have undertaken a journey from Class Teacher, to School Leadership, Trust Lead for our Initial Trainee Teachers and now embarking on a National Professional Qualification for Headship. The ethos of our Trust is 'success is a shared experience', I have wholeheartedly found this to be the case and I am honoured to be part of it

Sally

Deputy Headteacher, Class Teacher



Next Steps

For further information, please contact the school office 01977 704138.

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Selection Timeline

Closing Date: Friday 3rd February 2023 at 12pm

Shortlisting: Friday 3rd February 2023

Interviews: Friday 10th February 2023

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. The Trust has policies and procedures relating to safeguarding and child protection available on request.

Waterton Academy Trust follows safer recruitment processes which all applicants will be subject to. This includes the interview process containing questions about the safeguarding of children and the disclosure of criminal records and other vetting checks.

An enhanced DBS check is required for the successful candidates, this process is completed by an online third-party company. All successful candidates are required to join the DBS update service with an annual cost of £13.

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 the interview.

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.



W A T E R T O N

ACADEMY TRUST®



Waterton Academy Trust
The Grove, Walton,
Wakefield,
WF2 6LD