



***“Empowering Everyone to Achieve”***



**Candidate Information Pack 2021/2022**

**Higher Level Teaching Assistant**

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Dear Applicant,

Thank you for taking the time to learn more about this role and I am delighted that you are considering applying to join our staff team. This is a great opportunity to appoint an experienced HLTA in EYFS (initially in our Nursery) who can support our children with a knowledgeable, enthusiastic and compassionate approach.

Opening in September 2012, Cramlington Village Primary School was in the second wave of Free Schools which opened to meet a local demand for a more holistic approach to learning. We are passionate about mutually respectful relationships between everyone in our school.

### **What we are looking for**

Our school has a supportive and welcoming staff team who all share a passion for developing positive relationships with all our children. They support the children's needs with a wide range of intervention strategies alongside quality first teaching. We are looking for a strong HLTA with vision and flexibility to continue to adapt our amazing curriculum to meet the needs of our children.

This is a permanent position to start as soon as possible and we are looking for a candidate who is keen to develop their teaching expertise in a supportive, fast-paced primary environment where no two days are ever the same. You may have an avid interest in exploring different methods of teaching and learning, bringing innovative practices into the classroom or you may be interested in implementing what you know other staff in the school have already delivered successfully. You will have a strong track record with capacity to achieve the best standards possible in your practice. We are looking for a problem solver, who can creatively deliver an interactive experiential learning experience, developing and sustaining strong relationships with their children and showing a can-do attitude.

### **What we can offer**

As a school team we can offer you a happy, aspirational working environment with well managed funding that supports positive educational outcomes for our children. Our recent staff survey states that 100% of our staff team are happy or somewhat happy to come to work everyday (even during Covid!). This is backed up by excellent staff attendance throughout the school and a strong wellbeing programme underpinned by clear, honest, open conversations about workload, performance and a clear celebration of individual and whole school successes.

We have a well resourced school, with strong systems and the opportunity to influence those systems as we constantly tweak and refine what we have to make it the best it can be. The school is committed first and foremost to our children and this thread runs through it. Our children are enthusiastic, caring and they love learning. We have been told by external professionals that our children 'melted their hearts' on more than one occasion. We self graded 'behaviour' as outstanding recently as part of our self evaluation using Ofsted criteria.

We are passionate about mutually respectful relationships between everyone in our school. We offer a strong emphasis on teaching basic literacy and numeracy skills in an authentically accessible way that is interactive and fun. The support staff team is an experienced, happy team who work well together and who have a passion for our school to offer the best it can for the children. This passion is mirrored by all CVPS staff - as we truly all subscribe to "empowering everyone to achieve".

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment, part of which requires clearance through the Disclosure and Barring Service (DBS). You can find out more about our school and its distinctive ethos on our website: [villageprimary.org](http://villageprimary.org)

I look forward to receiving your application.

Debbie Wylie

Principal

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# Job Description

## Professional Responsibilities

The Higher Level Teaching Assistant will:

- Plan work for a small group in accordance with school curriculum policies and in cooperation with class teachers to ensure that the children experience a broad, balanced, relevant and stimulating curriculum.
- Provide short term cover for the Class Teacher
- Ensure that key children receive high quality individualised planning on a daily basis.
- Teach clearly structured lessons/sequences of work which interest and motivate children and in which:
  - Pupils' learning needs/abilities are taken into account
  - Learning objectives are clearly shared with pupils
  - Interactive whole class / collaborative group work strategies are used
  - Active and independent learning is promoted that enables pupils to think for themselves and to plan and manage their own learning
  - Set challenging learning and teaching objectives for whole class, groups or individuals, relevant to and based in key worker knowledge of learners
- Give each child an opportunity to achieve to the maximum of his/her capability, in line with our mission statement of *"Empowering everyone to achieve"*, by ensuring a close match between the learning experience offered, and
  - Learning needs and abilities
  - Past and present attainment
  - Expected standards for relevant age phase
  - Range / context of work relevant to the age phase
  - Use this information to inform future planning and teaching
- Make appropriate educational provision for children with SEND and those learning EAL, with support from the Special Educational Needs Coordinator.
- Contribute to and reinforce a clear framework of classroom discipline in line with school policy and strategies for recognising, encouraging and rewarding good behaviour, promoting self management and independence and to safeguard health and safety.
- Where possible, make sure that the majority of the children's work is closely linked to first hand practical experience.
- Provide the children with opportunities to manage their own learning and become independent learners, optimizing the use of ICT on a daily basis.
- Establish a purposeful learning environment where pupils feel secure and confident; where diversity is valued; where there are opportunities to maximize teaching.
- Foster each child's self image and esteem and establish relationships which are based on mutual respect.
- Contribute to an attractive, stimulating and well organised classroom, that will be effective as a "third teacher" in stimulating children's independent learning, arranging resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and will encourage the children to become more responsible for their own learning.
- Give immediate, constructive feedback which supports pupil learning, to enable pupil reflection and self evaluation leading to improved learning.
- Mark and assess pupils' work, using a range of monitoring and assessment strategies, including oral and written reports and references, evaluating pupil progress toward the planned learning objectives, recording these assessments for pupils, their parents / carers and for school monitoring purposes.
- Maintain assessment records for your key group and report on pupils' progress to the class teacher, in accordance with school policy.
- Ensure that school's aims and objectives in relation to the curriculum, equal opportunities and discipline are promoted in everyday classroom organisations and practice.
- Promote good practice during school mealtimes, by supervising meals, eating alongside the children, role modeling and promoting mannerly behaviour while facilitating children to learn about foods and healthy eating.
- Deliver a minimum of two 60 minute after school activities per week in line with the school ethos promoting balance and variety in children's experiences.

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## Partnership working

The Higher Level Teaching Assistant will:

- Initiate and promote excellent partnerships with parents that will encourage parents to actively participate in their children's learning at home and at school, promoting the use of ICT systems.
- Communicate and consult with both parents/carers and outside agencies as necessary about children's progress and attainment.
- Liaise with support staff both school based and from other external bodies as required.
- Work closely with class teachers and provide them with the information they need to monitor and evaluate teaching and learning in the class.
- Take responsibility for the management of students and placements in the classroom, ensuring they are appropriately deployed, fully informed and involved in planning and supporting learning.
- Participate in relevant meetings/professional development opportunities that promote improvements to learning and teaching strategies.
- Work as a team member and identify opportunities for working collaboratively with colleagues both in the school team and wider multi agency teams in sharing and developing effective joint working practices.
- Cover for absent colleagues.

## Performance Management

The Higher Level Teaching Assistant will:

- Take part in regular performance management in line with the school Performance Management Regulations.
- Keep up-to-date with current educational thinking/best practice through self directed reading, courses and in-service training identified by the school or as an outcome of performance management.
- Regularly reflect on the effectiveness of your teaching and assessment procedures and their impact on pupil's progress, attainment and well being, refining approaches when necessary.
- Act upon feedback and advice and be open to coaching and mentoring.
- Take part fully in the corporate life of the school.
- Undertake any other reasonable and relevant duties in accordance with the changing needs of the school.

## Subject coordination

The Higher Level Teaching Assistant will:

- Be responsible for a foundation curriculum subject area as agreed with the Principal
- Promote the teaching of the agreed subject throughout the school, according to the requirements of the National Curriculum, schemes of work and any other new initiatives from the Department for Education.
- In conjunction with the Principal or other senior staff, be responsible for the implementation and management of the school's policy for the agreed subject area.
- Review the policy and adapt it as appropriate.
- Monitor teaching and learning in the subject and analyse and evaluate findings.
- Write and implement an action plan to develop teaching and learning in the subject taking into account any school priorities and local or national developments.
- Monitor standards and ensure achievement and attainment in the subject is appropriate with national benchmarks as a minimum.
- Liaise with advisors and other agencies to keep up to date with developments, provide for good transition and ensure good practice in teaching and subject management.
- Report termly on developments within the subject and progress towards the action plan.
- Develop a scheme of work alongside the SLT for the subject suitable to the needs of the primary school age range.

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- Take responsibility for maintaining and evaluating all material resources with a system of easy accessibility.
- Consult colleagues and be responsible for ordering resources within an agreed budget in full consultation with the Principal.
- Offer support and advice to colleagues.
- Organise training for staff in conjunction with the CPD coordinator based on an audit of needs and monitoring and evaluation activities.

The Higher Level Teaching Assistant will:

- Have teaching skills that lead to learners achieving well relative to their prior attainment, making progress at least as good as, or better than, similar learners nationally.
- Provide a role model for teaching and learning.
- Contribute to the professional development of other student and Level 2 qualified roles through coaching and mentoring, demonstrating effective practice and providing advice and feedback.
- Make a substantial and sustained contribution to the work of the wider school and school team.

## Organisation

The Higher Level Teaching Assistant will contribute to the school's objectives by:

- Enacting Health and Safety requirements and initiatives as directed.
- Ensuring compliance with Data Protection legislation.
- At all times operating within the school's Equal Opportunities framework.
- Commitment and contribution to improving standards for pupils as appropriate.
- Working within agreed school initiatives to promote improvement.
- Contributing to the maintenance of a caring and stimulating environment for pupils.
- Ensuring that child protection and safeguarding procedures are prioritised at all times.
- Providing support and assistance for children's pastoral needs, for example, caring for sick, injured or distressed children
- Administer medication as agreed

## General

The Higher Level Teaching Assistant will take on specific tasks related to the day to day administration and organisation of the school as requested by the Principal or class teachers: take on any additional responsibilities that might from time to time be determined and engage with appropriate training opportunities to promote the effectiveness in this role.

***Whilst every effort will haas been made to explain the duties and responsibilities to the post, each individual task undertaken may not be identified and all staff will be expected to undertake additional reasonable tasks as directed by the Principal.***



## Person Specification

Area	Essential	Desirable	Assessment
<b>SKILLS, KNOWLEDGE, APTITUDE</b>	<p>To have a clear understanding of the national curriculum and its application.</p> <p>Highly successful classroom practitioner who is creative in their approach to learning.</p> <p>Experience in leading one or more school areas including identifying pupil needs, monitoring and evaluating standards.</p> <p>Ability to plan, record and assess for children's progress in a variety of ways.</p> <p>A commitment to providing excellent provision for all pupils and achieving high standards of pupil progress.</p> <p>Competent ICT skills.</p> <p>Excellent people skills motivating, inspiring and challenging adults to produce the best outcomes for pupils.</p>	<p>Evidence of a commitment to extracurricular activities.</p>	<p>Application Form</p> <p>Letter</p> <p>Reference</p> <p>Lesson observation</p> <p>Interview</p>
<b>QUALIFICATIONS</b>	<p>Minimum Level 3 Early Years qualification or above</p> <p>An experienced HLTA with a proven track record of delivering high quality teaching</p>	<p>EYP Status</p>	<p>Certificates</p> <p>Reference</p>
<b>EXPERIENCE</b>	<p>Minimum of 2 years experience working in an Early Years environment</p> <p>Experience of coordinating the work of support staff.</p> <p>Experience of planning &amp; teaching the Primary National Curriculum in a creative way.</p> <p>Evidence of recent school improvement work which has had a positive impact on pupil outcomes.</p> <p>Proven ability to implement strategies for raising pupil achievement.</p>		<p>Application Form</p> <p>Reference</p> <p>Letter</p> <p>Interview</p>

	Experience of working with children who have additional educational needs.		
<b>DISPOSITION &amp; SPECIAL REQUIREMENTS</b>	<p>Excellent interpersonal skills.</p> <p>An innate ability to demonstrate a caring and nurturing attitude while maintaining professional boundaries.</p> <p>Ability to oversee the pastoral welfare of all children within the year group and to promote good behaviour at all times</p> <p>Excellent communication skills; both oral and written.</p> <p>Reliable, flexible, committed, well motivated, enthusiastic.</p> <p>Commitment to equal opportunities and inclusion.</p> <p>Well organised.</p> <p>Excellent health and attendance record.</p> <p>Additional strengths within curriculum subjects.</p> <p>A 'can do' attitude, sense of humour, willingness to learn and approachable.</p> <p>Resilience and tact.</p> <p>Commitment to continual professional development, whole school development and raising standards.</p> <p>Ability to work effectively with parents and the wider community.</p> <p>Full safeguarding clearance including an enhanced DBS check.</p>	<p>Willingness to organise out of school activities.</p> <p>Willingness to develop in school and professionally.</p> <p>An up to date knowledge of educational reforms and research and academy freedoms</p>	<p>Reference Letter</p> <p>Interview</p> <p>Lesson Observation</p>

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