



**WE ARE** ASTREA

**HIGHER LEVEL TEACHING ASSISTANT  
APPLICANT BRIEF**

**EDENTHORPE HALL ACADEMY**  
*Part of*  
**ASTREA ACADEMY TRUST**





## Open Letter from Principal

Dear Candidate,

Thank you for your interest in Edenthorpe Hall Academy, we look forward to receiving your application for our new role.

Through a wide and varied curriculum and focussed intervention, we have many layers of support to nurture all to achieve their very best. We offer a bespoke approach to meet the needs of all our learners, pulling on the expertise of our staff and with outside organisations and partnerships to ensure we provide the best education and support.

We are committed to a fully inclusive Primary experience, where educating the whole child extends beyond the norm.

Our three curriculum drivers include Academic Excellence, Character Curriculum and Aspirations and we are committed to providing experiences that inspire beyond measure for our learners and families. Opportunity, Positivity and a can-do attitude is what we are all about!

Looking forward to meeting you.

**Michelle Cockayne**  
**Interim Principal at Edenthorpe Hall Academy**



# JOB DESCRIPTION

<b>SALARY</b>	£21,695 Pro Rata (Grade 6, Point 10)
<b>CONTRACT TYPE</b>	Fixed Term Contract
<b>WORKING PATTERN</b>	Monday to Friday (Term Time Only)
<b>HOURS PER WEEK</b>	32.5 hours

## Purpose

All aspects of the job description are to be carried out within a system of supervision by qualified teachers, except for small group interventions.

To complement teachers' delivery of the national curriculum and contribute to the development of other support staff, pupils and Academy policies and strategies for Pupil Premium pupils.

To work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources for Pupil Premium students.

To provide support for pupils, the teacher and the school in order to raise standards of achievement for all Pupil Premium pupils, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

## Key Accountabilities

- Plan and prepare lessons with teachers, participating in stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.
- Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need.
- Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with Academy policies and procedures.

## Key Responsibilities

### Teaching and Learning

- Within an agreed system of supervision and within a pre-determined lesson framework, teach intervention classes.
- Within an agreed system, support our MFL teacher in delivering and supporting the teaching across the Academy.
- Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils.
- Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.



- Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom and interventions.
- Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others
- In accordance with arrangements made by the Principal, progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes under teacher supervision.
- Organise and safely manage the appropriate learning environment and resources
- Promote and reinforce children's self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance
- Assist the class teacher in encouraging acceptance and integration of children with special needs, or from different cultures and/or with different first language
- Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

### **Monitoring and Assessment**

- With teachers evaluate pupils' progress through a range of assessment activities. Look to plan activities which close the gaps or extend/challenge pupils.
- Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- Monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.
- Assist in maintaining and analysing records of pupils' progress.
- Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.
- Support the teaching staff with reporting pupils' progress and achievements
- Contribute to the overall ethos, work, aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested.

### **Behavioural and Pastoral**

- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
- Understand and implement school child protection procedures and comply with legal responsibilities.
- Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.
- Provide support and assistance for children's pastoral needs, for example, dressing, caring for sick, injured or distressed children.
- Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
- Supervise pupils in the playground and plan and organise play time activities.
- Assist teachers by receiving instructions directly from professional or specialist support staff involved in the children's education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists.

### **General**

- Any other duties required by the class teacher, Director of Inclusion, or the Principal, which is within the scope of this post.
- To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.
- To promote the safeguarding of children.



- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- To undertake other duties appropriate to the post that may reasonably be required from time to time.



# PERSONAL SPECIFICATION

## Experience

- Previous successful experience in a primary school setting
- Experience in relevant type of school/academy
- Evidence of contributing to extra-curricular activities (desirable)

## Qualifications

- HLTA status or working towards
- Level 3 NVQ qualifications or equivalent
- GCSE grade C or above in maths and English
- An understanding of the educational development of pupils
- Knowledge of the primary curriculum
- Understanding and experience of assessment systems
- A clear understanding of supporting learning in the classroom
- Degree (desirable)

## Behaviours

- Ability to demonstrate effective behaviour management strategies
- An understanding of the educational development of pupils
- Knowledge of the primary curriculum
- Willingness and ability to pursue professional learning/ qualifications for the post
- A commitment to inclusion and pupil wellbeing
- High expectations of self and others with a Professional demeanour
- Ability to relate well to children and adults
- Effective interpersonal skills
- Effective organisational skills
- Calm, positive and ability to work under pressure
- Confidence and commitment
- A willingness to multi task

### **This is not exhaustive.**

*Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy or requested by emailing [recruitment@astreaacademytrust.org](mailto:recruitment@astreaacademytrust.org)*