

'Flying high...creating success together'



Higher Level Teaching Assistant

**RECRUITMENT
INFORMATION PACK**



FEBRUARY 2024



Endeavour Schools Trust
The Bungalow
The Vaynor First School
Tennyson Road
Redditch B97 5BL
Tel: 01527 402031
office@endeavourschools.org

Dear Candidate,

Firstly, thank you for considering joining the team at Endeavour Schools Trust.

Our Multi Academy Trust was established in 2013 and is rooted in the principles of school to school working, high quality professional development for staff and in “going further and being better than we have ever been before,” so that all members of our Trust community are truly “inspired to excel.”

I joined Endeavour Schools Trust (formerly Redditch West School Trust) in October 2016 having made a very conscious decision that it was an organisation I would be proud to work for. This is because I passionately believe in the core value of the Trust encapsulated in the words of Helen Keller “Alone we can do so little: together we can do so much.” Collaboration, learning together, aspiration and retaining the unique character of each school within our Trust underpin our values and these resonate with our leaders, governors and staff so that Endeavour Schools Trust is a forward thinking, vibrant place to be.

Fundamentally, we are all driven by the same sense of purpose – to provide our children with the very best opportunities for them to thrive and achieve.

I do hope you find this pack informative and I look forward to hearing from the Head Teacher of the Academy about your application. You will be joining a family that can offer you many opportunities to progress and make a difference to our communities.

Yours sincerely

N J Wright (Mrs)

Executive Head Teacher/CEO

Dear Applicant,

Thank you for your interest in our higher-level teaching assistant position at Crabbs Cross Academy. We are the oldest first school in Redditch, with a school on the site since 1877. We are also a proud member of Endeavour Schools Trust, alongside The Vaynor First School and St George's C of E First School & Nursery.

We are looking to appoint an ambitious, motivated and skilled HLTA/cover supervisor to join our dedicated team of practitioners. This role is to provide planning, preparation and assessment release time for teachers and the successful candidate must have knowledge of the National Curriculum and the appropriate qualifications and experience of working in Reception to Year 4.

This is the perfect opportunity to work in a range of different classrooms, alongside some fabulous children and staff and to join our happy team.

At Crabbs Cross Academy, we are totally committed and passionate about inspiring children to learn, whilst also enabling them to become the most successful versions of themselves that they can possibly be. This is encapsulated in our school motto '**Flying high...creating success together**'. It is at the very heart of everything we do and also an expectation for every child and member of our Crabbs Cross Team. Through this and in staying true to our core values, we provide a sense of belonging and aspiration for all, enabling our children to grow as well-rounded citizens of our community, country and the wider world in which they live.

As a school, we pride ourselves on the relationships we build with both our children and our parental community and in partnership together we aim to grow from 'Good to Great'.

Thank you for taking the time to find out more about Crabbs Cross Academy. If you do share our vision and passion for the children and families in our care, then please contact our school office on 01527 543624 or via email to officemanager@cca.endeavourschools.org to arrange a visit.

This will allow us to proudly show you how welcoming life at Crabbs Cross Academy is. You will have the opportunity to meet our children and the dedicated team of professionals that you will be working alongside, as you consider whether Crabbs Cross Academy could be your next professional home.

Yours sincerely,

Sallyanne Dunstan

Headteacher

ENDEAVOUR SCHOOLS TRUST

All staff across the Trust enjoy the support and challenge offered through cross school working. Colleagues regularly visit and work with their counterparts in other schools and seek out innovative ideas that are making a difference within other areas of the Trust. The numbers of schools in our Trust offers opportunities for career progression for our staff, whilst still remaining small enough for each member of staff to remain a valued individual personally known by our CEO.

STAFFING at Crabbs Cross Academy

Number of Teachers - 13

Number of Teaching Assistants - 12

Other Support Staff – 9

STAFF IN OUR TRUST

Number of Teachers - 47

Number of Teaching Assistants - 46

Other Support Staff - 46

ACCOMODATION AND RESOURCES

The Trust is well resourced and is continually using its healthy finances to develop and improve the school accommodation and resources.

PUPILS

We are most fortunate in the skills, talents and qualities our children possess. Their responsive nature, and willingness to learn and succeed, provide an inspiring teaching and learning environment. The support that classroom staff, and the children receive from our specialist support staff is second to none, with several of our schools achieving national recognition for their innovative strategies to support pupils and families who have found accessing school more challenging.

JOB DESCRIPTION

Job Title	Higher Level Teaching Assistant Grade 4	School/Trust	Crabbs Cross Academy
Pay Band	Scale Points 19 - 22	Responsible To	Deputy Headteacher / SENCo
Salary	FTE £29,777-£31,364	Responsible For	Teaching Assistants
Trust/School Values and Mission			
<p>Our ambition for the Trust is to “go further and be better than we have ever been before” - our Trust vision statement “Inspired to Excel” encapsulates this. The aim which underpins this is our driver, which is “From good to great.”</p> <p style="text-align: center;">‘Flying High.... Creating Success Together’</p> <ul style="list-style-type: none"> • Everyone respects themselves, their friends, their teachers and their community. • Everyone treats each other fairly and with consideration. • Everyone listens to each other and acts calmly. • Everyone encourages each other to do their very best. • Everyone always works hard and never gives up. • Everyone thinks carefully and makes the right choices. 			
Main Purpose of the Post			
<ul style="list-style-type: none"> • To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision, this includes regular PPA and Leadership cover and other short term cover as directed by the Headteacher. This will involve planning, preparing and delivering learning activities for individuals/groups/whole classes, marking work and assessing, recording and reporting on pupils achievement, progress and development. • Responsible for the management of other teaching assistants including allocation and monitoring of work, appraisal and training. • To raise the learning and attainment of pupils. • To cover and lead class teaching (under supervision) as and when appropriate. • To lead on a significant area of school improvement under the direction of the Headteacher. 			
Specific Responsibilities and Tasks			
<p>Under the direction and supervision of a qualified teacher the HLTA may:</p> <p>Support pupils:</p> <ul style="list-style-type: none"> • Promote, support and facilitate inclusion. 			

- 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 where appropriate.
- 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.

Support teachers:

- To raise the learning and attainment of pupils.
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teachers and increase achievement of all pupils in learning and teaching activities.
- Organise and manage an appropriate and safe learning environment for the children, include maintaining good discipline among pupils.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Observe, monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives and pass information to the class teacher.
- 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 provide 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, worksheets, plans, etc.

Support for the curriculum:

- Deliver learning activities to pupils within agreed system of supervision, contributing to the planning and preparation of learning activities and adjusting activities according to pupil responses/needs.
- Deliver the requirements of the National Curriculum and EYFS, 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' interests and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

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.
- Use allocated time to devise clearly structured activities that interest and motivate learners in advance of their learning.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive and effective professional relationships with colleagues.
- Communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher.
- 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.
- Where appropriate, deliver out of school learning activities within guidelines established by the school.
- Take part in the school's appraisal procedures.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.

Line management responsibilities:

- Manage other teaching assistants.
- Liaise between managers/teaching staff and teaching assistants.
- Hold regular team meetings with managed staff.
- Represent teaching assistants at teaching staff/management/other appropriate meetings.
- Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants.

Personal and professional conduct

- Uphold and maintain high standards of ethics and behaviour both within and outside of the school.
- Have a proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- To undertake health and safety duties commensurate with the post.

Notes

The Trust reserves the right to alter the content of this job description, after consultation to reflect changes to the job or services provided, without altering the general character or level of responsibility.

Reasonable adjustments will be considered as required by the Disability Discrimination Act.

The duties described in this job description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with the Trust's Equal Opportunities Policy.

Endeavour Schools Trust and the schools within the Trust are committed to a number of principles and adhering to legislation which include the Safeguarding of Children, Health and Safety, Data Protection, Confidentiality and employment legislation. Policies relating to these and other subjects are available on the Endeavour Schools Trust Team Site in Office 365 and it is expected that you will familiarize yourself and adhere to these policies.

Academic Year of Review	
Signature of Line Manager	Signature of Post Holder
Date Signed	Date Signed

HIGHER LEVEL TEACHING ASSISTANT

PERSON SPECIFICATION

	Essential	Desirable	For Interview Panel Use Only	
			Where evidence to be sought	Score 1 for evidence met
Professional Qualifications	<ul style="list-style-type: none"> • Good standard of education – 5 GCSE’s or equivalent including English & Maths • HLTA qualification or equivalent (NVQ3 etc) 	<ul style="list-style-type: none"> • Qualified Teacher Status 	<ul style="list-style-type: none"> • Application form • Original documents at interview 	Essential Score = Desirable Score =
Experience, Skills, Abilities and Competencies	<p><i>The candidate <u>MUST</u> be able to demonstrate that they have the experience and/or ability to deliver the following:</i></p> <ul style="list-style-type: none"> • Experience of delivering whole class teaching. • Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support • Ability and willingness to use the IT offered in the school e.g., SIMS, Office 365. • A holistic approach to the well-being and education of pupils. • Challenges and engage children in their learning through creative opportunities, with high levels of expectations of all learners. • Committed to the school’s policies and ethos. • Works collaboratively and supportively. • Inspires confidence and respect amongst colleagues and the school and wider Trust community. 	<p><i>The candidate <u>MAY</u> be able to demonstrate that they have the experience and/or ability to deliver the following:</i></p> <ul style="list-style-type: none"> • Experience of line managing others • Qualified First Aider (NB: training can be arranged) • Experience with facilitating outdoor learning • Keen interest in the Arts, which is utilised to enhance classroom environments • Has a specialist skill which can be used to support the curriculum e.g., languages or music 	<ul style="list-style-type: none"> • Application Form • Interview • Lesson observation 	Essential Score = Desirable Score =

	<ul style="list-style-type: none"> Builds effective and professional working relationships 			
Qualities	<ul style="list-style-type: none"> Committed to own professional development Creative thinker, who strives to embed innovative practice and strategies to improve learning for pupils. Reflects the highest standards of professionalism as a role model at all times and demonstrates the school's aims and values at all times Good interpersonal skills Effectively manages pupil behaviour in accordance with school/Trust policy and procedures. Empathy with children and adults. Exemplary attendance. Comprehends and is committed to, Equal Opportunities, applying this to strategic work and day-to-day situations. 		<ul style="list-style-type: none"> 	<p>Essential Score =</p> <p>Desirable Score =</p>
Other	Willingness to undertake a full DBS Check	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<p>Essential Score =</p>

CONTINUITY OF SERVICE (please see below an extract from the Trust's pay policy)

19.1 For purposes of establishing statutory employment rights, e.g. relating to probationary period or dismissal, the date of continuous employment will be the start date with the Trust. Where a member of staff takes additional roles/contracts with the Trust, the start date of these contracts will apply as the date of continuous service for establishing statutory employment rights.

19.2 Previous unbroken continuous service with an organisation covered by the Redundancy Payments (Local Government) (Modification) Orders (as amended) (which covers local authorities and related bodies) will be included in calculating redundancy entitlements. For the purpose of Annual Leave, Occupational Sickness Scheme and Occupational Maternity Pay Scheme, the date of continuous employment will be the start date with the Trust.

SALARY

TA4 Points 19-22 annual salary £29,777 - £31,364

Based on 31.5 hours actual salary £21,520 - £23,454

WORKING DAYS

The working days on commencement will be Monday to Friday. These arrangements may change, and you will be advised of any changes. You should note that there is no guarantee that you will be able to work the same day or days or periods throughout the contract however this will be discussed with you at the time.

START DATE

The closing date for the position will be **9am Tuesday 5th March 2024** and we are looking to recruit the new candidate as soon as possible. Please note this is subject to pre-employment clearances including a satisfactory enhanced DBS having been completed.

CONTRACT

This contract is fixed term and will end 31 August 2025

Linked to specific work which is funded for a fixed term only: This is a fixed term contract to undertake specific work only funded for a defined period including where there is an anticipated reduction in funding. The contract will end on the date shown above. The contract may be terminated at an earlier date, with due notice, should the funding cease prior to the date anticipated.

MAKING AN APPLICATION

Applicants should complete the Trust's application form, which includes the names and telephone numbers of two referees. These documents should reach Hayley Cromwell, Office Manager no later than 9am on Tuesday 5th March 2024. Late applications and applications not on the Trust's application form will not be accepted. There will be an opportunity for short listed applicants to review the school.

Applications can be posted or delivered in person to the school office or emailed to officemanager@cca.endeavourschools.org

Applicants should consider whilst completing their application form that the details they provide will be used for shortlisting. You should therefore ensure that you have given examples of your experience and knowledge that demonstrate your ability to undertake the requirements of the job description and, in particular, at least all

attributes in the essential column of the person specification. This information will help the Trust to ensure that equality of opportunity is extended to all applicants.

REFERENCES

References given in respect of posts in education are exempt from GDPR and are requested in confidence. Applicants should be aware that as such, no references will be shared with applicants however, these references will be used to verify information from your application and any anomalies followed up at interview.

RECRUITMENT MONITORING

Within the application form is a link to an online form where the Central Team of Endeavour Schools Trust collate information for recruitment monitoring including ethnicity, age, disability and the advertising medium that you became aware of the post you are applying for. This information will be collected by the Central Team for reporting to the Trust Board annually and then destroyed. No member of the interview panel will be aware of any information that you give in this form. Whilst completion of this form is voluntary we would urge you to complete this to be able to truly report information to the Trust Board without bias.

RETENTION OF APPLICATION INFORMATION

Any information that you supply as part of your application and any documents that are created by the School as part of the recruitment process may be kept in hard copy and electronically for 6 months from the date of interview. All records for unsuccessful applicants will be destroyed after that time.

POLICY STATEMENT ON RECRUITING APPLICANTS WITH CRIMINAL CONVICTIONS

The post you are applying for is 'exempt' from the Rehabilitation of Offenders Act 1974 and therefore applicants shortlisted for interview will be required to declare any convictions, cautions, reprimands and final warnings that are not "protected" (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013)

For further information on filtering please refer to Nacro [guidance](#) and DBS [website](#).

We recognise the contribution that former or ex-offenders can make as employees and volunteers and welcome applications from them. A person's criminal record will not, in itself, debar that person from being appointed to this post. Any information given will be treated in the strictest confidence. Suitable applicants will not be refused posts because of offences which are not relevant to the role and which do not make them a risk in the role for which they are applying

INTERVIEW ARRANGEMENTS

All applications will be reviewed on receipt and shortlisted candidates will be notified. Interviews will be on 13th and 14th March 2024. Please note, we reserve the right to interview prior to this date should it be suitable for all parties. Due to the high volume of applications that the Trust receives only shortlisted candidates will be contacted. If we do not shortlist you, we wish you every success in the future.



We are committed to the safeguarding and promotion of the welfare of children. In this light, we would like to draw the following matters to your attention:

1. All appointments are made subject to:

- A) An enhanced DBS disclosure;
- B) Checks of professional status (EWC; QTS etc.)
- C) Confirmation of professional qualifications
- D) Receipt of strong references (if not already received by the time of interview); and
- E) Medical clearance

2. We only accept applications completed on the application form you have received along with this statement. Please do not send CVs or open testimonials/references.

3. Please ensure that the application form is completed in full. In particular, you must ensure that a full work history is provided and that any gaps in your employment are fully explained.

4. The Referees cited in your application form must include your employer from the last occasion in which you worked with children. If your last employment was in a school, we would expect a reference from the Headteacher and/or Deputy/Assistant Headteacher.

5. When seeking references, we will request information about your suitability to work with children.

6. If you are shortlisted, any anomalies in your application will be discussed with you at interview.

We encourage you to pay close attention to these matters so that your application is not excluded unnecessarily.