



Nether Green Junior School

HLTA - mainstream

Recruitment Information Pack



Fulwood Road
S10 3QA
Tel 0114 2302461
Email: www.nethergreen-jun.sheffield.sch.uk
Website: nethergreenjuniorschool.co.uk

Head Teacher: Mr W Allen
Chair of Governors: Mr S Middleton
Number on roll: 380



School Council



Recruitment Information Pack

Thank you for requesting information for the post of **HLTA – 37 Hours – Permanent.**

On behalf of the Governors of Nether Green Junior School, thank you for requesting information for the above vacancy. We hope the information enclosed is useful to you.

As we take the role of caring for the children in our school very seriously, the recruitment process will have a focus on child protection.

Please do not hesitate to contact us if there are any other questions you have.

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Information About Our School

Nether Green Junior School has a very welcoming and caring ethos and is well regarded within the community. It is a relatively large and popular junior school situated to the West of the City, three miles from the City Centre. Pupils come to this school mostly from both Broomhill and Nether Green Infant Schools. The school tends to be oversubscribed.

There are approximately 380 children on role divided into thirteen registration groups, 3 in each year group and one which is an Integrated Resource Unit for pupils with significant learning difficulties and complex needs. The school has 27% children from ethnic minority backgrounds and 28% children who do not have English as a first language. The teachers provide a large range of extra-curricular activities many linked with the performing arts and sport. The resource unit has places for 16 pupils. These children work in a small group for core subjects and most integrate into some mainstream classes for appropriate lessons such as P.E., music, art and topic work. Our mainstream teachers work closely with the staff in the integrated resource to support and accommodate the pupils into the mainstream classrooms and school life.



The main school building is an old Victorian style building and houses ten classes, an Intervention and breakout room to support those children who need space to regulate, an area for small group cooking/crafts, an assembly hall/library, music room, the Head teacher's and school's administrator's rooms and a dining room. There are two double mobile classrooms which are the teaching space for our Y4 children and space for groups. The school is fortunate to have a purpose built sports hall on site. Community groups also use the building during the evenings including an After School club providing extended care for the children before and after the school day.

The school's ethos is based on the belief that every child matters and the principles of enjoyment and excellence. To this end we aim to develop the whole child within a broad and balanced Curriculum enriched by additional opportunities especially in the areas of music, sport, creativity and performing arts.

Within our curriculum at Nether Green Junior School we aim to:

- Instil a love of learning and provide a range of opportunities that will allow all learners to gain enjoyment, make progress and achieve their full potential in all aspects of their learning
- Enable students to become confident, independent learners who are self-aware, emotionally intelligent and self-motivated
- Enable pupils to become responsible members of local, national and global communities
- Provide all pupils with an introduction to the essential knowledge that they need to be educated citizens.

Our curriculum is not constrained by subject boundaries and the majority of the work is project based, with an emphasis on learning English and Maths skills. The core subjects of English and Maths are taught on a daily basis, both discretely and through topic links. Pupils practise and reinforce these skills in topic based work, whilst developing and acquiring knowledge and skills in all the other subject areas of the curriculum.

Objectives and skills are broadly allocated to each year group and teachers then plan stimulating and engaging topics creating meaningful links between subjects. This allows children to see links between subjects and most importantly identify the relevance of different skills and subject knowledge within the real World. Some subjects, which do not fit into the

topic, will be taught discretely for example elements of physical education. Throughout the year there will be special themed weeks across the whole school. For example in the summer term there will be a sports week.

Underpinning our curriculum are three curriculum drivers. These are three areas, which have been identified as reflecting the needs of the majority of the children in our school. They are:

Enrichment

Citizenship

Collaboration

Enrichment, Citizenship and Collaboration. Our curriculum drivers ensure the fundamental British values are taught and focussed upon. The social, moral, spiritual and cultural development of pupils is also catered for through our curriculum drivers and their incorporation into learning in the classroom. There are a wealth of extra-curricular opportunities at our school including our 'enrichment' slot to broaden the children's opportunities. The school has a very good reputation for sport and musical opportunities and achievements. The school has achieved the Healthy Schools mark, gold Arts Mark and the gold Games Mark.

The school is part of S10 LP - a learning partnership group who work together to drive school improvement through working together at different levels. We also have close relationships with our infant and secondary main feeder schools. We are a committed and involved member of the Arches school games group. We are open minded and forward looking always looking to improve what we do.



Vision

Nether Green Junior School provides a safe, stimulating and inclusive environment for learning that enables the best possible social, academic and cultural development for our children. It is a happy, vibrant and productive workplace for children and staff alike where children take part in a rich variety of experiences that enhance and support academic learning.

We work hard to forge positive and enduring partnerships with parents/carers and the local and wider community.

Values

Our values are at the core of everything we do and have been developed with the aim of preparing our pupils to be confident, happy and compassionate citizens.

Effort & Resilience

Our pupils will be encouraged to:

- Have a growth mindset
- Learn from their mistakes
- Embrace challenges
- Strive to better themselves
- Take risks
- Try their best
- Never give up

Independence

Our pupils will be encouraged to:

- Have high aspirations and expectations of themselves and for others
- Have ownership of their school
- Think freely
- Be a critical thinker
- Be passionate and curious about their learning
- Develop their organisational skills
- Use initiative
- Take responsibility
- Be an active learner

Pride

Our pupils will be encouraged to:

- Show pride in one another's achievements
- Have pride in their work and all aspects of learning
- Look after their school, resources and environment
- Take pride in their achievements

Behaviour & Attitudes

Our pupils will be encouraged to:

- Understand and embrace fundamental world values
- Be happy, friendly and caring
- Embrace difference and diversity
- Listen and respect other's thoughts, feelings and opinions
- Be respectful, tolerant and caring
- Be humble

Teamwork

Our pupils will be encouraged to:

- Work and play together fairly and with respect
- Listen actively, collaborate and compromise
- Respect different ideas
- Support those who need it

Respect

Our pupils will be encouraged to:

- Be polite and well-mannered.
- Value themselves and other people
- Be respectful, tolerant and caring
- Have mutual respect and tolerance for all, including those with different faiths and beliefs
- Respect our school and its environment

Copy of the Advertisement

Headteacher: Mr Will Allen
Chair of Governors: Mr Steve Middleton
Number on roll: 379 whole school

JOB TITLE – HLTA 37 hours per week, 39 weeks per year
GRADE SALARY – Grade 5, £27,803 - £30,296 pro rata
CONTRACT TYPE – Full time, permanent
RESPONSIBLE TO – Line manager as defined in staffing structure

LOCATION - Nether Green Junior School, Fulwood Road, Sheffield, S10 3QA

Tel 0114 2302461

POST ADVERTISED - HLTA - Post is working with our mainstream children starting 1 September 2024

Main Duties and Responsibilities

The Governors are seeking to appoint a HLTA who will provide class teaching cover. We are looking for someone who is caring, committed, hardworking and enthusiastic, who is able to use their own initiative in carrying out a range of duties which support the class teachers in supporting the children's wellbeing and raising their attainment. The successful candidate will cover classes for teachers' PPA and subject release time, support and lead groups and individuals. We will be looking for someone who shows a willingness to be involved in training and all aspects of school life.

The school is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. Enhanced DBS check required for all posts.

Please read our [safeguarding and child protection policy here](#).

Online searches will be carried out on shortlisted candidates as part of our safer recruitment process.

Enquiries

Further details, application form and job description are available.

Please email enquiries@nethergreen-jun.sheffield.sch.uk

Visits

Visits to the school are encouraged on one of the following times/dates. *Please phone to book a place.*

- Thursday 16 May at 4.00 pm
- Tuesday 21 May at 9:15 am

Closing Date

- Friday 31 May 2024 at 4.00 pm

Completed forms should be emailed to the school at recruitment@nethergreen-jun.sheffield.sch.uk or post to **Nether Green Junior School, Fulwood Road, Sheffield, S10 3QA.**

Shortlisting

- Thursday 6 June 2024

Interview

- Wednesday 12 June 2024

Job Description

Duties and responsibilities

Teaching and learning

- Cover and lead class teaching as and when appropriate
- Direct the work, where relevant, of other adults in supporting learning
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher
- Use ICT skills to advance pupils' learning
- 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
- Production of plans and activities based upon children's EHCP outcomes

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons
- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
- Plan how they will support the inclusion of pupils in the learning activities

Working with staff, parents/carers and relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Look after children who are upset or have had accidents

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

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school

The HLTA will be required to follow school policies and the staff code of conduct.

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the HLTA will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

The post holder must at all times carry out his/her duties and responsibilities within the spirit of City Council and School Policies and within the framework of the Education Act 2002, and School Standards and Framework Act 1998 with particular regard to the statutory responsibilities of the Governing Bodies of Schools.



Person Specification

For Post of - HLTA – 37 Hours – Permanent

Criteria	Qualities
Qualifications and training	<p>GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths</p> <p>Meet higher level teaching assistant standards or equivalent qualification or experience</p> <p>Training in the relevant learning strategies</p> <p>Specialist skills/training in curriculum or learning area</p> <p>First-aid training, or willingness to complete it</p>
Experience	<p>Experience working in a school environment or other educational setting</p> <p>Experience working with children / young people</p> <p>Experience planning and delivering learning activities</p> <p>Experience of teaching whole class within KS2</p> <p>Experience of running sports and performing arts clubs</p> <p>Experience of planning and leading teaching and learning activities (under supervision)</p>
Skills and knowledge	<p>Excellent numeracy/literacy skills</p> <p>Good organisational skills</p> <p>Ability to build effective working relationships with pupils and adults</p> <p>Skills and expertise in understanding the needs of all pupils</p> <p>Knowledge of how to help adapt and deliver support to meet individual needs</p> <p>Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils</p> <p>Excellent verbal communication skills</p> <p>Active listening skills</p> <p>The ability to remain calm in stressful situations</p> <p>Knowledge of guidance and requirements around safeguarding children</p> <p>Good ICT skills, particularly using ICT to support learning</p> <p>Understanding of roles and responsibilities within the classroom and whole school context</p> <p>Understanding of effective teaching methods</p> <p>Knowledge of how to successfully lead learning activities for a group or class of children</p> <p>Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support</p> <p>Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice</p>
Personal qualities	<p>Enjoyment of working with children</p> <p>Sensitivity and understanding, to help build good relationships with pupils</p> <p>A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school</p> <p>Commitment to maintaining confidentiality at all times</p> <p>Commitment to safeguarding pupil's wellbeing and equality</p> <p>Resilient, positive, forward looking and enthusiastic about making a difference</p> <p>Capacity to inspire, motivate and challenge children and young people</p>

The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form

Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. *You are requested to submit a concise application.*

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

5. Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. *Please limit your supporting statement to two sides of A4 in size 11 font.*

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the [safeguarding information](#) on the school website prior to attending the interview.

8. The Interview

Candidates will be invited to an interview process at the school during which time they will have the opportunity to meet staff and students and see the school at work.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

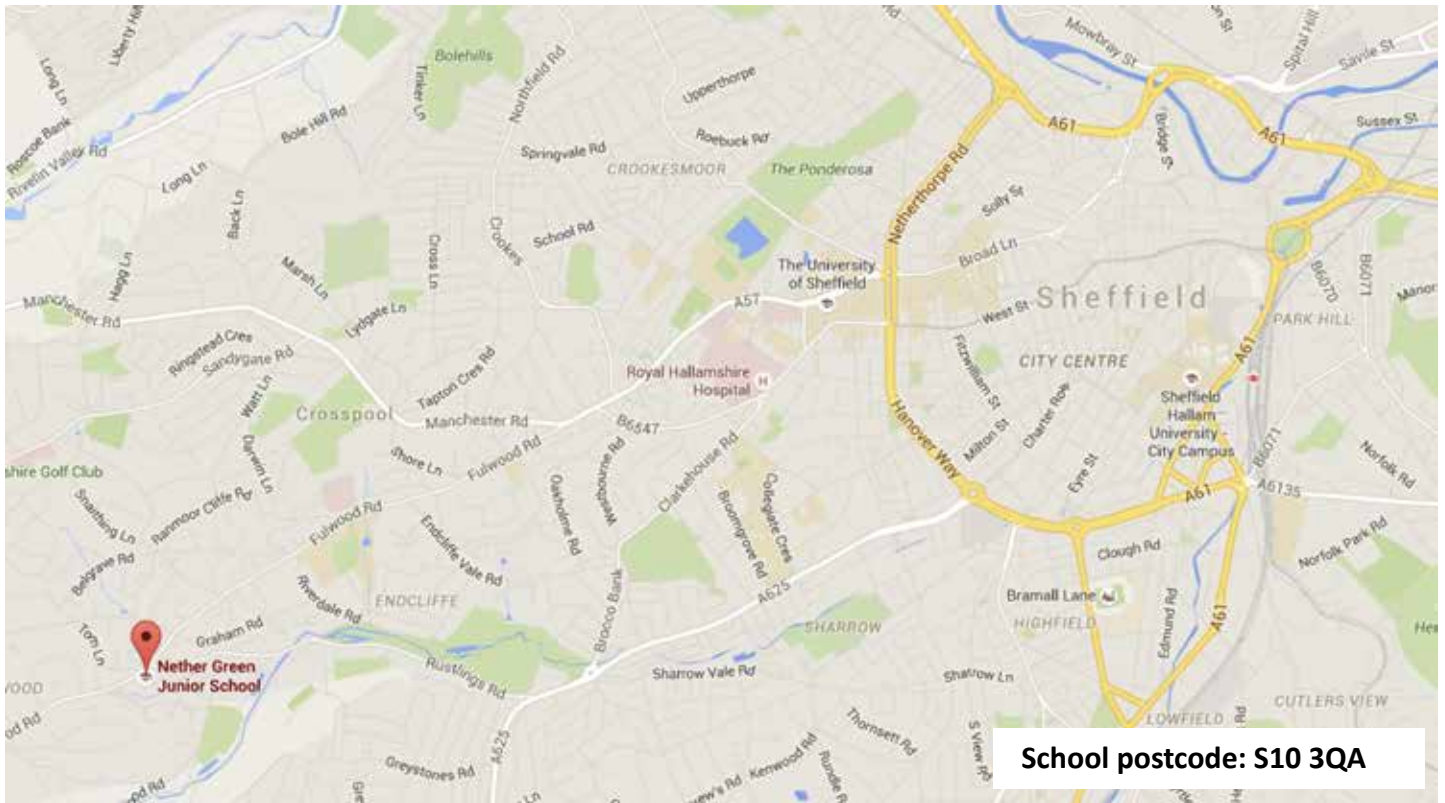
10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the school's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to recruitment@nethergreen-jun.sheffield.sch.uk by the closing date

Nether Green Junior School Location



Directions from the City Centre

From: Sheffield Train Station Sheaf Street, Sheffield S1 2BP

- Take A61, St Mary's Gate and Hanover Way to Glossop Rd/B6547
- Head south-west on Sheaf St/A61 towards Sheaf Square.
- Continue to follow A61.
- Use the right 2 lanes to turn slightly right onto St Mary's Rd/A61.
- Continue onto St Mary's Road.
- At the roundabout, take the 2nd exit onto St Mary's Gate.
- At the roundabout, take the 2nd exit onto Hanover Way.
- Continue onto Upper Hanover St.
- Follow Glossop Rd/B6547 to Fulwood Rd.
- Turn left onto Glossop Rd/B6547.
- Turn left onto Fulwood Rd/A57.
- Keep left to continue on Fulwood Rd for 1.3 miles until you reach Nether Green Junior School.

Key Dates for your Diary

Before the closing date if you wish to speak to the headteacher about the post please contact the school office.

Visits

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- Tuesday 21 May at 9:15am

Closing Date

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