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Level 4 Teaching Assistant - HLTA

1 x KS1 / 1 x KS2

To commence 1st September 2024

Plantation Primary School Recruitment Pack



MAXIMISING POTENTIAL



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Welcome

Dear Applicant,

Thank you for your interest in the Higher-Level Teaching Assistant (Level 4) vacancy at Plantation Primary School.

We are seeking to appoint a dedicated and enthusiastic individual who is ambitious and has an excellent work ethic to join our team from 1st September 2024.

To help you decide if the job would suit you, please find enclosed some details, which we hope will give you a flavour of what Plantation Primary School and the Rowan Learning Trust are about.

If your values and ambitions mirror ours and you believe you can deliver that vision, then we would be delighted to receive an application from you.

We are committed to safeguarding all members of our community; therefore, all posts are subject to enhanced disclosure procedures and pre-employment checks.

Yours faithfully,

Mr S Hanley
Headteacher
Plantation Primary School



Plantation Primary School

Plantation Primary School is a vibrant and inclusive primary school located in the heart of Halewood, Knowsley. As we expand from a two-form to a three-form entry school, we are seeking dedicated and passionate educators to join our team. With a commitment to recruiting, nurturing, and developing staff, we offer a supportive and welcoming environment where every team member is valued.

- **Opportunities for Growth:** Join a growing school with a proven track record of staff development
- **A Collaborative Environment:** Work as part of a supportive team with excellent colleagues
- **An Inclusive Community:** Be part of a school that values diversity and inclusion
- **Modern Facilities:** Benefit from a new school building programme and ongoing refurbishments
- **Expansive Grounds:** Utilise extensive school grounds to enhance the learning experience of our pupils.
- **A Network of Support:** Access support and networking opportunities within the Rowan Learning Trust.
- **A Nurturing Restorative Approach:** Embrace a restorative, trauma informed behaviour approach in our school culture.
- **Your Professional Development:** Develop leadership skills as a subject leader and support the wider school.
- **Strong Governance:** Enjoy the backing of a supportive governing body and uphold our Super Values.
- **A Warm Welcoming Atmosphere:** Join a friendly and welcoming school community with supportive staff.

Why Join Us?

- Make a significant impact in a school that values your growth and development.
- Collaborate with a supportive team and benefit from excellent colleague support.
- Contribute to an inclusive school community that prioritises diversity and equality.
- Work in a modern school environment with ongoing refurbishments and ample resources.
- Utilise extensive school grounds to enhance the learning journey for our pupils.
- Access support and networking opportunities within the Rowan Learning Trust.
- Embrace a restorative behaviour approach and develop leadership skills as a subject leader.
- Join a warm and welcoming school community with a strong ethos supported by our Super Values.
- Enjoy the backing of a supportive governing body committed to your success.



The Rowan Learning Trust

The Rowan Learning Trust (RLT) was established as a Multi-Academy Trust in 2012 to maximise potential of all children, students and adults in our schools.

We are an education charity. Our schools are working in collaboration, as one entity, to improve and maintain high educational standards across the group. We have a single legal and moral purpose: to advance education for the public benefit.

Currently the RLT family comprises nine schools: three high schools, an all-through alternative provision academy and five primary schools. Together we share a set of common values:

- Respect
- Kindness
- Integrity

Our strategic aim is to provide a world class education by:

- Attracting, developing and retaining people
- Embodying the values of the Trust
- Expanding our reach
- Optimising resources

The Trust in Numbers:

- 4250+ students
- 9 schools
- 10 sites
- 675+ employees
- 5 local authorities
- £37,000,000 annual budget
- 80+ governors



Job Description

Level 4 Teaching Assistant – Higher Level Teaching Assistant (HLTA)

Location: Plantation Primary School, Hollies Road, Halewood, Liverpool, L26 0TH

Salary: Grade H (SCP 23 – 25)

Working pattern: 30 hours per week, 46 weeks per year

Main Purpose of Post

- To provide teacher PPA cover and to conduct intervention group work with children at other times.
- To work with and supervise individual and groups of children under the direction of the teacher, inclusive of contribution to teacher lesson plans, delivery and assessment, enabling access to learning for all pupils and support in the classroom management and behaviour techniques.
- Management of other teaching assistants including deployment and performance management.

Main Duties

Support for Pupils

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupil learning, in conjunction with the teacher.
- Establish productive working relationships with all pupils, acting as a role model and setting high expectations.
- Develop and implement Individual Education Plans.
- Promote inclusion and acceptance of all pupils.
- Provide consistent support to all pupils responding appropriately to individual pupil needs.
- Encourage pupils to interact and work cooperatively with others and engage in activities. Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure.
- Provide feedback to pupil in relation to progress and achievement.
- Deal with personal care and comfort of pupils in relation to welfare, health, hygiene, toileting, dressing, feeding, mobility and administering of medicines, as required.

Support for the Teacher

- Production of lesson plans, worksheets, learning objectives, etc within agreed system of supervision.
- Effectively contribute to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.
- Use teaching and learning objectives to plan challenging targets and to evaluate and adjust lesson / work plans as appropriate within agreed systems of supervision.
- Establish a clear framework for pupil discipline, anticipate and manage pupil behaviour constructively, promoting self-control and independence, in line with established school policy.
- Administer and assess / mark tests and accurately record achievement / progress and invigilate exams / tests.
- Support the role of parents / carers in pupils' learning and contribute to / lead meetings with parents / carers to provide constructive feedback on pupil progress / achievement etc.
- 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, providing evidence of the range and level of progress and attainment.
- Assist with the display of children's work.
- To escort pupils as necessary and assist in movement around the school.

Support for the Curriculum

- Deliver learning activities/programmes, adjusting activities according to pupil learning styles and individual needs within agreed system of supervision.
- Support the delivery of local and national programmes e.g. KS3, Literacy, Numeracy, Early years, effectively utilising all alternative learning opportunities to support extended development.
- Use ICT effectively in learning activities and develop pupils' competence and independence in its use.
- Assist pupils to access learning activities through specialist support e.g. curriculum/SEN specialism.
- Select and prepare required resources to lead learning activities, taking account of pupil's interests, language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

Support for the School

- Comply with all school policies and in particular the procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn, develop and feel valued, respecting their social, cultural, linguistic, religious and ethnic background.
- Contribute to the school ethos, aims and development/improvement plan.
- Establish constructive relationships and communicate with other agencies/professionals in liaison with the teacher, to support achievement and progress of pupils taking the initiative to develop multi-agency approaches.
- Attend and participate in meetings as required.
- Undertake personal development through training and other learning activities including performance management as required.
- Establish own best practice and lead specialist area and use to support others.
- Assist with the identification, planning and delivery of opportunities for pupils to learn in out-of-school contexts, according to school policies and procedures and within working hours, which consolidate and extend in-school activities.

Line management responsibilities

- Manage a team of teaching assistants, inclusive of central liaison point and deployment of resources.
- Ensure effective team communication, holding regular team meetings with managed staff.
- Represent teaching assistants and contribute to the school senior management team.
- Undertake recruitment, teaching assistant induction, training and development and performance management appraisals of managed staff.

Note: This is not a comprehensive list of all tasks which may be required of the postholder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.



Person Specification

Communication and influence

- Selects the appropriate content and delivery style to communicate ideas, plans and decisions.
- Ensures communication delivers the right sense of urgency and importance.
- Speaks and writes in a way that results in effective action.
- Asks questions to check understanding of the message and understands the importance and benefit of two-way communication.

Team working

- Builds trust and respect with individuals throughout the school, developing collaborative and consultative working relationships across schools.
- Communicates openly and interactively, listening carefully to others and valuing their opinion.
- Openly shares information and own expertise with others to enable them to achieve their goals.

Organisational Awareness

- Keeps up to date with educational developments, analysing and interpreting how this impact on own area of responsibility.
- Uses this external awareness to see new and different possibilities, thinking laterally to develop creative and innovative ideas and practical solutions to meet the needs of the school.
- Regularly networks inside and outside the school to exchange ideas and information.

Adaptability

- Contributes personally to the change process.
- Helps others to understand the need and reasons for the change.
- Effectively implements new ideas and methods to adapt working practices.
- Helps plan, develop, set up and monitor systems and processes to effect change.
- Challenges existing practices and conventional thinking.

Use of technology

- Able to use and understands the purpose of information communication technology (ICT) and can develop the use of technology within own workplace by utilising a variety of standard software available.
- Able to manipulate data and extract information, which is then presented in an appropriate format.
- Has the ability to share skills and knowledge within the workplace and provides advice and guidance to others



Professional values and practice

- Demonstrates high expectations for all pupils.
- Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners.
- Ability to work collaboratively with colleagues and carry out the role effectively, knowing when to seek help and advice.
- Ability to improve own practice through observations, evaluation and discussion with colleagues.

Experience and knowledge

- Minimum 3 years' experience of working with children in an educational setting.
- Advanced understanding of national curriculum and other learning programmes e.g. knowledge of core subject areas etc.
- Understanding of principles of child development, learning styles and independent learning.
- Understanding of inclusion, especially within a school setting.
- Working knowledge of relevant policies/codes of practice/legislation.
- Understanding of statutory framework relating to teaching and learning.
- Experience of resources preparation to support learning programmes.
- Ability to relate well to children and adults.

Qualifications and training

- GCSE Grade C (Grade 4) or above in Maths and English
- Relevant Level 3 or above qualification or equivalent in Teaching Assistance/Early Years
- Higher Level Teaching Assistant training.
- Completed DfES Teacher Assistant Induction Programme.
- Training in the literacy / numeracy strategy.
- Willingness to undertake appropriate first aid training.
- Higher Level Teaching Assistant training.



How to Apply

Please submit an application form and a supporting statement of no more than two sides of A4 outlining why you are interested in the opportunity and how your application addresses the requirements for the role.

Applications should be returned electronically to p.robinson@rlt.education

Alternatively, send a hard copy to:

Mr S Hanley
Headteacher
Plantation Primary School
Hollies Road
Halewood
Liverpool
L26 0TH

Closing Date: 9am on Friday 5th July 2024.

Interviews will be arranged with candidates who we wish to progress to the next stage of the recruitment process, dates and times TBC.

Plantation Primary School and The Rowan Learning Trust are committed to safeguarding, to promoting the welfare of our children and adhering to the Equality Act 2010 and expects all staff to share this commitment. The successful candidate will be required to undertake an enhanced Disclosure and Barring Service check. To comply with the Asylum and Immigration Act 1996, all prospective employees will be required to supply evidence of eligibility to work in the UK.

We will make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

All appointments are subject to satisfactory references, proof of qualifications and eligibility to work in the UK.

Plantation Primary School is an equal opportunities employer.



The Rowan Learning Trust

Registered Office: Oltec House, 18 Beecham Court, Goose Green, Wigan, WN3 6PR

Company Number 8010464