

Manston St James C of E Primary Academy

# Recruitment Application Pack

Higher Level Teaching  
Assistant (HLTA)

Ref: MAY202360690





# Contents

Welcome Letter

Advert

Application Process

Job Description

Person Specification

# Welcome

Dear Colleague,

Thank you for your interest in this vacancy at Manston St James C of E Primary Academy.

We hope you will find all the information you need to inspire you to join our team. This pack contains information about the role, from which we hope you will gain an understanding of our ethos and approach and the high aspirations we have for ourselves and our pupils.

## To work in partnership to Educate, Nurture & Empower

Our vision is that each of our academies, supported by Abbey MAT, will provide an environment which is welcoming, caring, calm, disciplined and purposeful and will stretch our young people academically, support them pastorally and help them develop socially and spiritually.

We are confident that genuine collaboration fundamentally drives the way in which we make a difference to the lives of all our learners. Through school to school collaboration we can live out our vision and ensure that our students can live 'life in all its fullness' (John 10:10).

We are committed to raising the skills base across our communities by ensuring a focus on quality, encouraging innovation and strengthening the ethos of the academies which will retain their own independent culture and ethos whilst operating within a strategic partnership to improve quality, share best practice and operate effectively and efficiently.

If you are seeking a truly distinctive role within a unique environment, please come and visit us and see what Abbey MAT has to offer.

We look forward to meeting you and reading your application.



**Helen Patten & Catherine Garrett**  
**Co-Chief Executive Officers**

<b>Position:</b>	<b>Higher Level Teaching Assistant (HLTA)</b>
<b>Reference:</b>	Fixed term (until 31 August 2024)
<b>FTE salary:</b>	SO1, SCP 23-25, £30,151 - £32,020 per annum
<b>Actual salary:</b>	£25,899 - £27,504 per annum
<b>Working hours:</b>	37 per week, term time only plus 5 days (39 weeks)

## ***In Partnership to Educate, Nurture & Empower***

Are you passionate about supporting education and are looking for a dedicated and nurturing Academy Trust which genuinely invests and develops their staff? If this interests you, we would love to hear from you.

Manston St James C of E Primary Academy situated in East Leeds, holds a good reputation in the community, we work together to promote our core purpose to educate the whole child, through uniting excellence and academic rigour with spiritual, social, moral, and cultural development – enabling every child to flourish.

The Academy is seeking a dedicated HLTA who is able to provide a high standard of service to the Academy. The academy has dedicated staff and wonderful children who take pride in their school.

We are looking to hear from talented individuals who can:

- An inspirational HLTA with high expectations of pupil attainment, behaviour, and wellbeing.
- A highly motivated and hard-working person with the capacity to contribute to the on-going development of the academy.
- A team-player who can develop positive relationships with children, families and colleagues.
- Someone who will support the Trust's Christian ethos.

What our Trust can offer:

- Friendly, welcoming academies with a strong Christian ethos.
- Enthusiastic, well-motivated colleagues.
- A 24/7, confidential Employee Assistance Programme providing support and counselling for home-life and work-related issues, financial and legal support, specialist information and support for managers.
- Free onsite parking.
- Membership of a pension scheme.

Abbey Multi Academy Trust is a Trust consisting of eight academies (three secondary, five primary) in the Anglican Diocese of Leeds and in the geographical areas of Leeds and Calderdale. All academies share in the Trust's mission to work:

***In Partnership to Educate, Nurture and Empower***

For more information about us or our academies visit [www.abbeymat.co.uk](http://www.abbeymat.co.uk).

Find out about more about Manston St James C of E Primary by visiting [www.manstonstjames.co.uk](http://www.manstonstjames.co.uk). The academy Safeguarding and Child Protection Policy is available [here](#).

Visits to our school to meet the team and experience our wonderful atmosphere are warmly welcomed, and encouraged and can be arranged by emailing the academy [info@manstonstjames.co.uk](mailto:info@manstonstjames.co.uk). If you have questions about the recruitment process, please email [recruitment@abbeytrust.org](mailto:recruitment@abbeytrust.org).

*Abbey MAT is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to an Enhanced Disclosure and Barring Service check.*

*We promote diversity and want a workforce which reflects our communities.*

ADVERT

## How to apply

Please apply via the advert on the Trust vacancies page. All applications are submitted electronically. **CVs are not accepted.**

Closing date: 21 June 2023 at 9:00am

Interview date: To be held soon after closing date

You are advised to submit your application at the earliest opportunity. Applications can only be submitted up until the closing date. The Trust reserves the right to close vacancies early if sufficient suitable applications have been received.

We will contact shortlisted candidates soon after the closing date with details of the interview and selection process.

Please note, where a role involves engaging in regulated activity relevant to children, it is an offence to apply for the role if you are barred from engaging in regulated activity relating to children.

In order to access our application form, you will be asked to first confirm that you have a right to work in the United Kingdom.

If you are shortlisted, you will be asked to complete a self-declaration of your criminal record or information that would make you unsuitable to work with children. Any relevant information declared will be discussed and considered at interview before the DBS certificate is received.

Shortlisted candidates will also be the subject of online checks in accordance with Keeping Children Safe in Education.

All offers of employment will be conditional on a series of pre-employment checks in accordance with Keeping Children Safe in Education Guidance. Please ensure you can support the checks with correct documentation and evidence, prior to submitting your application.

You are advised to read the [Recruitment Guidance for Applicants](#) in full, prior to completing your application. This contains full details of the recruitment process as well as the pre-employment checks that will be undertaken.

**Job Title:** Higher Level Teaching Assistant

**Salary Scale:** SO1, SCP 23-25

**Working Hours:** 37 hour per week, term time only plus 5 days (39 weeks)

**Reporting to:** Head Teacher

### Overall purpose of the post:

To provide higher level assistance in the support and inclusion of students within the academy by supporting the work of the teachers and support staff. The HLTA will teach individuals, groups, and whole classes either on their own or in the presence of a teacher and/or other teaching assistant. They will also supervise/cover classes as the need arises.

### Key responsibilities:

#### Planning & Expectations

- Effectively contributing to teachers' planning and preparation of lessons.
- Ensuring lessons are planned (within the framework by the teacher)
- Ensuring pupils and colleagues receive feedback on pupil's learning and behaviour.
- Selecting and preparing teaching resources that effectively meet the diversity of pupils' needs and interests.
- Effectively contributing to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with Academy policies and procedures.
- Act on behalf of the teacher in ensuring the health and safety of the students in the classroom, keeping the learning environment secure and endeavour to leave the classrooms as found.

#### Monitoring and Assessment

- Supporting teachers in evaluating pupils' progress through a range of assessment activities, including written feedback.
- Monitoring pupils' responses to learning to assist in preparing and modifying future approaches to learning.
- Monitoring pupils' participation and progress, and giving constructive support to pupils as they learn, as well as providing feedback to teachers.
- Contributing to maintaining and analysing pupils' progress.

#### Teaching and Learning Activities

- Teach individuals, groups, and whole classes either on their own or in the presence of a teacher and/or other teaching assistant.
- Supervise/cover classes (instead of a supply teacher) at short notice in the absence of a teacher (unplanned absence).
- Ensuring the students carry out curriculum tasks set by the teacher and assist students in understanding the nature of these tasks in order to minimize the effect of the teacher's absence upon the students' learning.
- Using clearly structured teaching and learning activities which interest and motivate pupils and advance their learning.
- Supporting pupils learning with effective and sensitive communication.
- Promoting and supporting the inclusion of all pupils in learning activities to ensure equal and fair learning opportunities.
- Using behaviour management strategies that are in line with the Academy's policy and procedures, which contribute to a purposeful learning environment.

- Advancing pupils' learning in a range of classroom settings, including working with individuals, small groups, and whole classes where the assigned teacher is not present.
- Guiding the work of other adults supporting teaching and learning (where relevant).
- Challenging stereotypical views, bullying or harassment by following the Academies policies and procedures.
- To take an active role in the Academy's pastoral care of students.

#### Support for the School:

- Be aware of and comply with policies and procedures relating to Child Protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Contribute to the overall ethos/work/aims of the school.
- Contribute ideas, opinions, and evaluations to support the preparation of the Academy improvement plan.
- Attend staff meetings, development days and team/teacher /TA meetings as directed by Senior Leadership Team.
- To carry out supervisory duties in accordance with published schedules, including before and after school and at lunch time.
- To assist in meeting the physical care needs of students as required.
- Undertake professional development and training activities as appropriate.
- Share information and expertise, which could benefit other team members in their work.
- Actively encourage the development of positive relationships and promote confidence about the care and education of their children during contact and communications with parents, passing on any information given by parents to the appropriate staff member within the school.
- Promptly report any difficulties in communicating with parents and carers to the class teacher.

#### Abbey MAT responsibilities

- Contribute to the overall aims and values of the academy and Trust, appreciate, and support the roles of other members of the wider team and attend and participate in relevant meetings as required
- Support and promote the health and wellbeing of all colleagues and children
- Comply with all academy and Trust policies and procedures including child protection, safeguarding. health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person
- To safeguard and promote the welfare of children for whom you have responsibility, or come into contact, including adhering to all specified procedures
- To promote and adhere to principles underpinning equalities in terms of employment and service delivery to ensure that colleagues are treated, and services deliver, in a fair and consistent manner.

*The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in this role profile, but which is in line with the general scope, grade, and responsibilities of the role.*

Qualifications		Essential			Desirable		
1	GCSE/O-level, grade C or above in English and Match	A	R	I			
2	HLTA standard	A					
3	Evidence of recent relevant professional development				A		I
Experience		Essential			Desirable		
1	Significant experience of working in a similar role within a school/academy setting	A	R	I			
2	Substantial expertise in initiating and maintaining successful working relationships with students, teaching and non-teaching staff, parents/carers, and relevant agencies.	A	R	I			
3	Proven record of successful delivery of support to students to overcome barriers to learning both at a strategic and operational level resulting in improved outcomes and progression for students.	A	R	I			
4	Experience of classroom organisation	A	R	I			
5	Experience of advancing progress of pupils of relevant age within a learning environment	A	R	I			
6	Experience of working with children with Emotional and Behavioural difficulties	A	R	I			
Professional knowledge, skills, and experience		Essential			Desirable		
1	Evidence of high expectations which inspire, motivate and support students.	A	R	I			
2	Training or expertise in a relevant curriculum or other learning area (e.g. ICT, maths, or English)	A	R	I			
3	Ability to teach individuals, groups, and whole classes either on their own or in the presence of a teacher and/or other teaching assistant	A	R	I			
4	Ability to contribute to planning and curriculum delivery to ensure that they are highly effective practitioners.	A	R	I			
5	Ability to plan effective activities for pupils at risk of underachieving;	A	R	I			
6	Knowledge and understanding of assessment at Key Stage One and Key Stage Two	A	R	I			
7	Knowledge and understanding of diverse range of potential barriers to learning, how to identify and address such issues.	A	R	I			
8	Knowledge and understanding of diverse range of potential barriers to learning, how to identify and address such issues.	A	R	I			
9	Knowledge of and ability to implement positive behaviour systems and procedures.	A	R	I			
10	Proven ability to manage behaviour effectively to ensure and foster a safe, engaging, enjoyable and outstanding climate for learning.	A	R	I			
11	Ability to communicate confidently and effectively with students, staff, parents/carers, and relevant external agencies.	A	R	I			
12	Understanding and practical experience of safeguarding policies and procedures to ensure students' well-being, in accordance with statutory provisions and policies.	A	R	I			

13	Knowledge of the wider educational context and national accountability frameworks	A	R	I			
14	Knowledge of the primary National Curriculum	A	R	I			
15	Ability to undertake observations and assessments of pupils including those with special educational needs	A	R	I			
16	Confident in the use of ICT to maintain accurate student records and communicate information effectively to others.	A	R	I			
17	Ability to lead, organise and motivate other staff where appropriate	A	R	I			
<b>Professional attributes, qualities, and values</b>		<b>Essential</b>			<b>Desirable</b>		
1	An inspirational, caring practitioner with an ability to communicate effectively with others for the benefit of students.	A	R	I			
2	Ability to be flexible and responsive to rapidly changing situations	A	R	I			
3	Ability to work calmly under pressure	A	R	I			
4	Ability to reflect critically, and respond to student and academy needs.	A	R	I			
5	Possess personal integrity, warmth, a willingness to grow and learn, and a sense of humour.	A	R	I			
6	Ability to articulate, communicate and support the ethos and values of Abbey MAT and Manston St James			I			
7	Enabling the highest levels of student achievement through translating vision, ethos, and values into practice			I			
8	Excellent interpersonal, written, and oral communication skills	A		I			
9	Be resourceful and think creatively in order to anticipate and problem solve.	A		I			
10	Prioritise, plan, and organise self and others across the wide range of responsibilities.			I			
11	Inspire, challenge, motivate students and staff towards a shared vision.		R	I			
12	Foster an open, fair, and equitable culture, managing conflict where necessary.		R	I			
13	Support for the Christian ethos of the Academy.	A		I			
14	A willingness to play a full part in Academy life and activities outside the classroom.	A		I			
<b>Safeguarding and promoting the welfare of students</b>		<b>Essential</b>			<b>Desirable</b>		
1	An appropriate motivation to work with children and young people	A	R	I			
2	Ability to maintain appropriate relationships and personal boundaries with children and young people	A	R	I			
3	Emotional resilience in working with challenging behaviours and appropriate attitudes to the use of authority and maintaining discipline	A	R	I			

*The criteria will be evidenced as indicated*

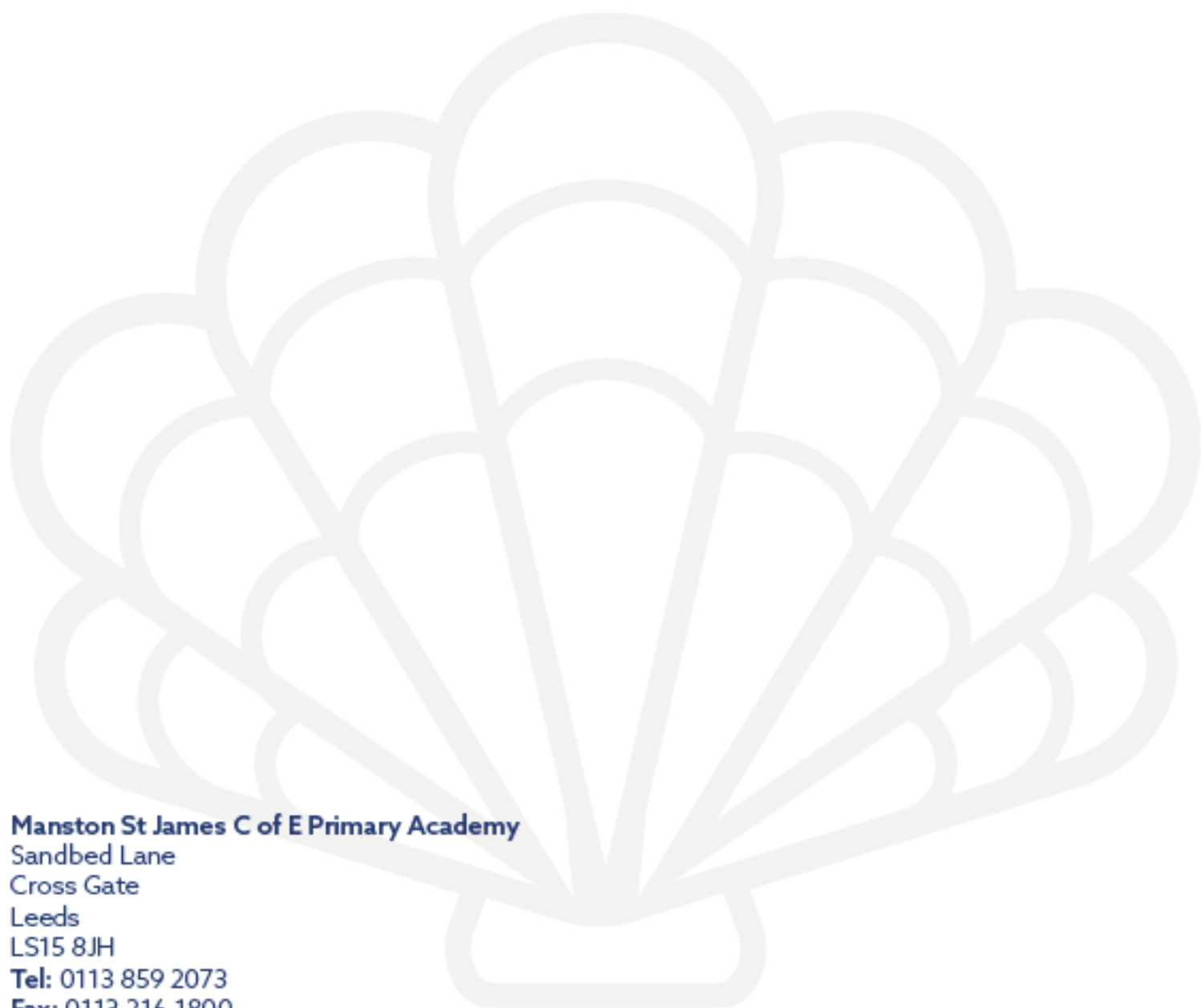
*'A' refers to the candidate's application form and letter,*

*'I' to interview, and*

*'R' to reference*

*Candidates should address at least all items marked 'A'; referees are asked to comment on items marked 'R'.*

*Where many candidates meet the essential criteria, the desirable criteria will be used to shortlist for interview.*



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