



Part of the
RLT RIVER
LEARNING
TRUST

Wolvercote Primary School

Higher Level Teaching Assistant

Application Pack





Wolvercote Primary School



Vision and Values

At Wolvercote, we will provide an academically and creatively rich education for every child. We will engage, nurture and inspire each child to aim high, excel and flourish.

Values

| | |
|----------------|--|
| Perseverance | Developing resilient learners with growth mindsets; encouraging curiosity and enquiry |
| Respect | Embracing differences, celebrating other cultures and beliefs, and demonstrating inclusivity |
| Responsibility | Building independence; valuing and caring for our world |
| Kindness | Appreciating each individual, showing compassion and looking out for the wellbeing of others |
| Co-operation | Learning collaboratively and developing excellent teamwork skills |
| Honesty | Speaking the truth, acting with integrity and building relationships of trust |

April 2021

Dear Prospective Candidate,

RE: HLTA Post

We are delighted that you are interested in finding out more about Wolvercote Primary School. Our website will help you to discover information about the school and you are welcome to phone to have a discussion or to ask questions. We believe that the best way to get a feel for the school is to arrange a visit and we encourage prospective candidates to do this. We are happy to arrange visits in the current climate and will take the necessary precautions regarding Covid-19.

A visit provides us with a chance to talk more informally and also for you to get a sense of the atmosphere and values of the school. When looking round the school, we hope that the energy and excitement for learning would come across from the children, and the friendliness and team spirit would be evident from the staff. We pride ourselves on being a supportive and caring school, committed to bringing out the best in everyone - children and adults alike.

We are looking for a committed and enthusiastic HLTA. This role will involve class teaching under the direction of the teacher. Flexibility and an ability to work across the ages will be useful skills. Support will be offered and there is the opportunity for further training such as Forest School leader, ELSA and a range of SEND training courses. This role will also include time to work with small groups of children with SEND or emotional needs.

This position is suitable for a teacher wishing to take some time away from the full range of class responsibilities, or an experienced TA ready to take on more responsibility and advance their career.

The school enjoys the unique mix of a vibrant village community whilst being situated in North Oxford with all the opportunities the city can offer. We value outdoor creative learning and regularly visit the Oxford museums, Port Meadow and the local woods for Forest School. We have a strong values-based ethos and aim to create a happy and supportive environment for all. Music and the Arts feature strongly in the school and we are planning to work towards an Artsmark next year.

The school is part of the River Learning Trust <http://www.riverlearningtrust.org/>. The Trust is committed to providing excellent career opportunities: CPD and staff wellbeing feature regularly in conversations between the schools and the central team. At Wolvercote, we enjoy the opportunities of working closely with a diverse range of schools which is of benefit to both our staff and children.

We take teacher and teaching assistant development seriously and provide opportunities for learning and leadership within the school and the Trust. We are committed to supporting workload and wellbeing and are always looking at ways to help staff to maintain a healthy balance in their lives. Teachers and teaching assistants work closely together, and the atmosphere is supportive with ideas and advice freely shared.

Wolvercote School is an energetic and fun place to work. Parents and governors are very involved and supportive of the school and together we all strive to provide the very best education we can for the children.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Lucy Young', written in a cursive style.

Lucy Young (Headteacher)



Wolvercote Primary School Job Description

HLTA

| | |
|-------------------|--|
| Job Title | Higher Level Teaching Assistant |
| Reports To | Inclusion Coordinator |
| Salary | Grade 8 |
| Hours | 30hrs Monday to Friday 8.30am – 3.10pm with ½ break for lunch Term time only + 5 inset days |

Introduction

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Headteacher and the Inclusion Coordinator. They will be mindful of their duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

Job Purpose

To work under the guidance of the Inclusion Coordinator and within an agreed system of supervision. This will involve planning, preparing and delivering learning activities for individuals, groups and whole classes, and monitoring children and assessing, recording and reporting on children's achievement, progress and development.

To share in the corporate responsibility for the well-being and safeguarding of all children.

To promote good relationships with parents and the community.

To develop and implement equality of opportunity effectively throughout the school.

To take appropriate responsibility for one's own health, safety and welfare and the health and safety of children, visitors and work colleagues in accordance with the requirements of legislation and locally-adopted policies, including taking responsibility for raising concerns with an appropriate manager.

To complement the professional work of teachers by taking responsibility for agreed class learning activities under a system of supervision.

Support for Children

- Assess the needs of children and use detailed knowledge and specialist skills to support learning
- Establish productive working relationships with children, acting as a role model and setting high expectations
- Develop and implement Pupil Profiles
- Promote the inclusion and acceptance of all children within the classroom
- Support children consistently whilst recognising and responding to their individual needs
- Encourage children to interact and work co-operatively with others and engage all children in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to children in relation to progress and achievement

Support for Teachers

- Within an agreed system of supervision, plan challenging teaching and learning objectives and to evaluate and adjust lesson plans as appropriate
- Use the above plans to teach whole classes across the school when needed
- Monitor and evaluate children's responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Select and prepare appropriate resources to lead learning activities
- Provide objective and accurate feedback and reports as required on children 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 the established Behaviour for Learning Policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Administer, invigilate and mark tests

Support for the Inclusion Coordinator

- Organise and manage appropriate learning environments and resources
- Deliver learning activities to children within agreed system of supervision, adjusting activities according to children's responses/needs
- Support the role of parents in children's learning and contribute to meetings with parents to provide constructive feedback on children progress/achievement etc.
- Provide general clerical/admin support for the Inclusion Coordinator relating to records for children with SEND, EAL or children entitled to Pupil Premium.
- Use ICT effectively to support learning activities and develop children's competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of children's specific needs, interests and language and cultural backgrounds

- Advise on appropriate deployment and use of specialist aids, resources and equipment
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of children

Support for the School

- Comply with and assist with the development of policies and procedures relating to child protection, health and safety, inclusion, confidentiality and data protection
- Be aware of and support difference and ensure all children have equal access to opportunities to learn and develop
- Contribute to the overall ethos, values and aims of the school
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting children
- 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
- Supervise children on visits, trips and out of school activities as required
- Attend and contribute to meetings with other staff, external professionals and parents regarding pupils
- Contribute to the school improvement plan by taking responsibility for specific areas of work or policy development that are appropriate to the HLTA's skills, knowledge and experience as identified by the Senior Management Team.
- Participate as required in the school's performance management and supervision systems and take part in appropriate training and development activities

Line Management Responsibilities

With support from the Inclusion Coordinator

- Support other teaching assistants and hold team meetings as appropriate
- Represent teaching assistants at teaching staff/management/other appropriate meetings
- Undertake recruitment, induction, training, mentoring for other teaching assistants

Notes

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Person Specification for HLTA Post

| | Essential | Desirable |
|---------------------------------------|---|--|
| Qualification & Experience | <ul style="list-style-type: none"> • Numeracy and Literacy equivalent to GCSE (A-C) • Participation in personal development and training opportunities • Experience of working in school as a TA • Experience of delivering whole class lessons | <ul style="list-style-type: none"> • A Levels or NVQ 3 or equivalent • More than two years TA experience • Experience of working with children with special educational needs |
| Knowledge & Skills | <ul style="list-style-type: none"> • Ability to relate well to children and adults • Ability and willingness to work collaboratively and supportively within a team • Good understanding of the EYFS and National Curriculum • Ability to be self-reflective • Uses effective strategies to promote positive behaviour | <ul style="list-style-type: none"> • Understanding of relevant policies/codes of practice and awareness of relevant legislation • Appropriate ICT skills to support learning • Ability to provide constructive feedback on pupils' progress |
| Other | <ul style="list-style-type: none"> • Sense of humour • Ability to be flexible • Resilient • Calm under pressure • Proactive approach to resolving problems • Good organisational and time management skills | |