



Higher Level Teaching Assistant (HLTA)

Closing Date: Friday 6th March 12pm

Interview Date: Wednesday 11th March

Responsible to:	Head of Learning Support and Student Wellbeing
Responsible for:	Assessing and Supporting Students
Salary:	FTE salary is on a 4-point scale between £29,540.00 to £31,022.00. Actual salary is on a 4-point scale between £26,059.98 to £27,367.39
Working hours:	37 hours per week, term-time, 195 days per year Monday to Thursday 08:00-16:30, Friday 08:00 – 13:30

Inspire Learning Trust is a Multi Academy Trust based in Rotherham which also includes Oakwood High School, Sitwell Junior School, Thomas Rotherham College and Winterhill School.

Based at Thomas Rotherham College, an exciting opportunity has arisen to join an experienced and supportive team within our faculty of Learning Support and Student Wellbeing. The successful candidate will work as part of a team to provide one-to-one and small group support, working with a caseload of students, referred by the Head of Learning Support. You will provide support to students with a specific learning support need (including literacy and numeracy), as well as providing wider underpinning study skills support to students self-referring to the Learning Support Team. This valuable support helps students to fulfil their potential and complements the College's existing academic and pastoral support structures.

We offer a positive working environment, we care about our learners, and we care about our staff, all of whom know and appreciate that. The successful candidate will have the opportunity to be part of this, contributing to this culture and developing it further.

Applicants are required to apply via our online application form which is available on our website: <https://www.inspiretrust.uk/vacancies/>

PLEASE NOTE we operate Safer Recruitment and we do not accept CVs or CV attachments, all applicants must complete an application form in full.

Inspire Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers, and volunteers to share this commitment. The Trust is an equal opportunities employer, and we undertake to make any reasonable adjustments to a job or workplace to counteract any disadvantages a disabled person may face.

Our safer recruitment processes include online media searches which will form our due diligence checks pre interview. Employees will be subject to a comprehensive vetting process including references from current and previous employers, right to work in the UK, an enhanced DBS check and a further check against the appropriate barred list.

All candidates are expected to read the Trust's Safeguarding Policy accessible via our website: <https://www.inspiretrust.uk/page-template/statutory-documents/>



Why work for us?

Gym and Exercise Classes



Gym membership and exercise classes at only £20 per academic year.

Free Parking

Free car parking at all sites.



Accredited Living Wage



We are committed to ensuring staff rates of pay exceed the national minimum wage.

Sports Facility Hire



Reduced rates on our sports facilities and pitch hire.

Evening Language Classes



Access to modern foreign languages classes at a 25% discounted rate.

Specsavers Eye Care Voucher Scheme



Obtain a free eye test and discounts on glasses.

Blue Light Card Eligibility



Purchase a card giving access to a wide range of discounts online & on the high street.

Pension Contributions



Access Teachers and Local Government pension schemes, with employer contributions between 19.9% and 28.68%..

Cycle to Work Scheme



Salary sacrifice scheme on a brandnew bike with Cyclescheme.co.uk

Support Staff Holiday Entitlement



Generous annual entitlement for all our professional support staff.

Urban Yoga



Access free yoga classes at Oakwood High School.

Employee Referral Scheme



You could earn £500 for recommending an appointed friend or family member.

Student Admissions to Secondary School



Priority placing for children of staff, subject to length of service.

Westfield Health Scheme



A salary sacrifice scheme that gives quality health cover.

Onboarding for New Starters



Bespoke onboarding process for all new starters, including an additional day's pay.

Flu Jabs



Flu jab vouchers available on an annual basis.

Employee Assistance Programme



24/7 confidential help covering counselling and practical and emotional help.



We envision Inspire Learning Trust thriving by boosting our resourcefulness, promoting a culture of sharing within the Trust, showing respect to the planet and the communities we serve, and nurturing resilience in our stakeholders for sustained economic, environmental, and social wellbeing.



Job Description and Person Specification

Main Purpose of Job

Based at our Thomas Rotherham College site, the successful candidate will work as part of a team to provide one-to-one and small group support, working with a caseload of students referred by the Head of Learning Support. You will provide support to students with a range of specific learning support needs (including literacy and numeracy), as well as providing wider support to students self-referring to the Learning Support Team. This valuable support helps students to fulfil their potential and complements the College's existing academic and pastoral support structures.

**Excellent standards of behaviour, respect and learning depend upon the 'tone' set by all members of the Trust community.
We build upon our strengths – together!**

For the purposes of this Job Description and Person Specification, Trust is Inspire Learning Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post, or the lead responsibility for an activity lies with another member of staff, this is stated and will be expanded on in the Service Framework and Development plan where appropriate.



Role Specific Duties and Responsibilities of the Post

(including Leadership, Accountabilities and Operational Activities).

A = Accountability (which means being responsible for something to somebody)

L = Leadership (guide, direct and influence the outcomes of)

O = Operational (day-to-day management and control of these activities)

1. Support for Students	A	L	O
Be aware of support differences and plan appropriate transition activities. Assess the needs of students and use detailed knowledge and specialist skills to support students' learning needs (these needs could include Literacy, numeracy, EHCP, MH, SPLD, Neurodiversity, medical issues etc.).		✓	✓
Take part in EHCP annual reviews and the development of the college's consultation response.	✓	✓	✓
Supervise and support students, ensuring their safety and access to learning, and respond appropriately to meet individual needs relating to severe mobility, mental health, communication and social and emotional wellbeing.		✓	✓
Establish good relationships with students, acting as a role model and setting high expectations.		✓	✓
Promote the inclusion and acceptance of all students within the college.	✓	✓	✓
Encourage students to interact with others and engage in activities led by the teacher.	✓	✓	✓
Plan activities that foster independence and enable students to act as independently as appropriate, as well as activities that enable students to develop social interaction skills and build confidence.	✓	✓	✓
Deliver individualised Student Support Plans via 1:1 and small group interventions.	✓	✓	✓
In collaboration with the SEND LEAD TEACHER, develop and deliver appropriate support lessons that can be delivered to groups of students in a classroom setting.	✓	✓	✓
Work with the SEND LEAD TEACHER to determine the needs of students and support them in ensuring that the curriculum is accessible.	✓	✓	✓



Be aware of student needs/progress/achievements and report to the SEND LEAD TEACHER as agreed.	✓	✓	✓
Undertake detailed student record keeping as requested.	✓	✓	✓
Support the SEND Lead in managing student learning.	✓	✓	✓
Gather/report information from/to Parents/Carers as directed.	✓	✓	✓
Support students to understand instructions and access the curriculum.		✓	✓
Support students in respect of local and national learning strategies, e.g. literacy, numeracy etc, as directed by the SEND LEAD TEACHER.	✓	✓	✓
Support students in using basic ICT.		✓	✓
Prepare and maintain equipment/ resources as directed by the SEND LEAD TEACHER and assist students in their use.	✓	✓	✓
Work as a learning mentor to provide pastoral support around emotional health and wellbeing and academic issues.		✓	✓
Meet students' academic study needs linked to area(s) of need through assessment and planning of appropriate interventions.	✓	✓	✓

2. Generic Duties and Responsibilities

2.1 Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.

2.2 All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust. For support staff this will include Basic First Aid (training will be provided).

2.3 Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.



2.4 Participate and contribute to Talent Development and Service Frameworks and other plans.

2.5 All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal / external Training, Networking, Updating and other such events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.

2.6 Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.

2.7 Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.

2.8 Establish constructive relationships and communicate with others (inside and external to the Trust).

2.9 Organise and support school/college and Trust events as requested.

2.10 Any other reasonable and appropriate duties as directed by Trust or school/college Senior Staff.

2.11 All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.



Person Specification

The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, other workers and volunteers to share this commitment.

Key to abbreviations: MoA Method of Assessment, AF Application Form, R References, I Interview, CQ Certificate of Qualification, OT Occupational Testing, DBS Disclosure and Barring Service Check.

1. Qualifications / Training / Experience	Essential	MoA
Educated to Degree Level.	✓	AF
Either a Level 7 Certificate in Psychometric Testing, Assessment & Access Arrangements (CCPT3A) or commitment to undertaking this qualification (this would be fully funded if required).	Desirable	AF
Evidence of experience and/or qualities that would suggest suitability for working with and supporting the needs of post-16 students.	✓	AF
A commitment to future training and development.	✓	AF
Self-motivated, enthusiastic and able to work on own initiative.	✓	AF / I / R

2. Support for Learning	Essential	MoA
Interest in the educational provision for students with specific needs.	✓	AF / I / R
Knowledge of educational developments.	Desirable	AF / CQ / I / R
Evidence that suggests commitment to student success and achievement.	Desirable	AF / I / R
Evidence that suggests a commitment to classroom and one to one support.	✓	AF / I / R



Meet students' academic study needs through associated difficulties with cognition and learning through assessment and planning of appropriate interventions.	✓	AF / I / R
Work on/towards assessing a cohort of students for exam access arrangements.	Desirable	AF / I / R

3. Personal Qualities	Essential	MoA
Conscientious, honest and reliable.	✓	I / R
Able to make carefully considered decisions.	✓	I / R
Ability to work on your own initiative.	✓	R
Ability to communicate with a range of adults and students.	✓	I / R
A commitment to self-improvement.	✓	AF / I / R
Capacity to motivate, inspire and challenge young people, in a group setting, e.g. classroom or workshop.	✓	I / R
Ability to establish and maintain good relationships with a range of adults and students.	✓	I / R
Inclusive.	✓	AF / I / R
An understanding of and commitment to equal opportunities issues both within the workplace and the community in general.	✓	I
Ability to identify risks within personal objectives.	✓	AF / I
A commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.	✓	I



4. Mandatory Requirements	Essential	MoA
4.1 A satisfactory DBS check at an enhanced level is a condition of employment with Inspire Learning Trust.	✓	AF / I / R
4.2 Education posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bindovers do not need to be declared.	✓	AF / R
4.3 References that confirm suitability to work in an educational setting, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓	AF / R

5. Physical Requirements	Essential	MoA
5.1 Health and physical capacity for the role.	✓	AF / I / R
5.2 A good attendance record in current employment (not including absences resulting from disability).	✓	R

6. Effective Behaviours
The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.



Seeing the Bigger Picture: Understand what your responsibilities are and how these contribute to the priorities of your team. Consider the varied impact your work could have on individuals with different needs and from other backgrounds. Gather information from both inside and outside of the Trust to inform your area of work.

Changing and Improving: Review ways of working and suggest improvements, including how to make full use of new digital technologies. Learn new procedures and help colleagues to do the same. Query any issues that arise from changes in a suitable way. Respond in an effective and appropriate manner when emergencies arise.

Making Effective Decisions: Use guidance, analyse relevant information and ask colleagues for input to support decision making. Identify and deal with any errors or gaps in information before making a decision. Consider the diverse needs of those affected by decisions and how it will impact them. Provide advice and feedback to support others in making accurate decisions. Ask others to clarify decisions when confused and query any issues that arise constructively..

Leadership: Show enthusiasm for your work and take personal accountability for your role. Demonstrate responsibility for your own objectives. Act in a fair, inclusive and respectful way when dealing with others. Be considerate and understanding of other people's points of view. Understand and support the objectives of the wider team. Demonstrate consideration of the wider consequences of own actions.

Communicating and Influencing: Put forward your views in a clear, constructive and considerate manner. Use an appropriate method of communication for each person such as an email, telephone call or face-to-face, taking into consideration their individual needs. Use plain and simple language, being careful to check written work for errors. Consider the impact of language used on different groups of stakeholders. Remain honest and truthful when explaining opinions. Listen and ask questions to ensure your understanding.

Working Together: Proactively contribute to the work of the whole team and remain open to taking on new and different roles. Get to know your colleagues and build supportive relationships. Listen to alternative perspectives and needs, responding sensitively and checking understanding where necessary. Ask for help when needed and support others when the opportunity arises. Be aware of the need to consider your own wellbeing and that of your colleagues. Understand that bullying, harassment and discrimination are unacceptable.

Developing Staff and Others: Identify gaps in your skills and knowledge and make plans of how to develop these. Take time to achieve development objectives. Listen to and act on feedback from colleagues to find areas you can develop. Share knowledge and skills learnt with colleagues to contribute to the learning and development of the whole team.



Managing a Quality Service: Gain a clear understanding of pupil/student needs. Plan, organise and manage your own time to deliver a high-quality education to pupils/students. Act to prevent problems by identifying issues, reporting them and providing solutions. Keep colleagues up to date with progress.

Delivering at Pace: Always work with focus and pace to get the job done on time and to a high standard. Follow the relevant Trust policies and procedures. Use own knowledge and expertise to organise work. Keep focused on delivery and take responsibility for the quality of work produced. Keep a consistent level of personal performance. Keep managers and stakeholders updated on how work is progressing.

This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to consider any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Inspire Learning Trust is committed to providing a safe, secure and supportive environment for all members of staff to support their wellbeing, built from effective relationships. As part of our Staff Wellbeing Strategy, we have contracted with CiC Wellbeing, and they provide us with an Employee Assistance Programme to support all staff on a range of issues. We will continue to work with our staff body to improve and ensure that we remain a really good place to work. Our commitment to our pay and conditions is demonstrated by the Trust being recognised as an Accredited Living Wage employer.



Inspire Learning Trust is committed to...
Educational Social Responsibility
We are committed to a value led educational provision.



Inspire Learning Trust is an organisation driven by a desire to provide a truly outstanding and inspirational educational experience for all its pupils and students. Underpinning this aspiration, is an equal commitment to being a wonderful place to work and a valued and impactful community asset.

Since its journey began a decade ago, Inspire Learning Trust has worked tirelessly to develop a strong ethos. Together, within this multi academy trust, we will work to inspire learners to achieve, for today, for tomorrow and into the future.

Through a process of engagement and collaboration, Inspire Learning Trust has further developed this ethos, by encouraging each establishment to define their specific purpose in the development of the young people they support:

- **Inspiring lives, creating possibilities, shaping futures - Sitwell Junior School**
- **Inspired to achieve - Oakwood High School**
- **A tradition of achievement - a future of opportunity - Thomas Rotherham College**
- **Everyone succeeds - Winterhill School**

Underpinning this ethos, Inspire Learning Trust has embedded a set of common values that are believed in and shared, by the trusts, staff, pupils, students and trustees, these are:

***Respect, Responsibility, Resourcefulness, Resilience,
Reflection, Risk taking and Relationships***