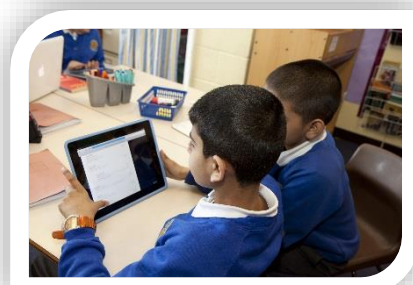
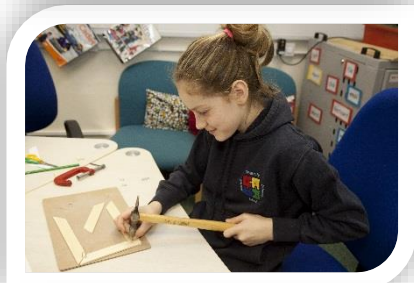




Appointment Information Pack



Vacancy	Higher Level Teaching Assistant
Location	Thornhill Junior and Infant School
Start date	September 2023
Closing date	Closing date for applications 23 rd June 2023 (1pm)
Salary	SCP 24-28
Contract	Permanent
Return application to	<i>thornhill@focus-trust.co.uk</i>

Welcome from Jen Rylance the Acting Headteacher, Thornhill Junior & Infant School.

Dear applicant,

Thank you for taking an interest in the Higher Level Teaching Assistant vacancy at Thornhill Junior & Infant School.

Our popular School is situated in the village of Thornhill, Dewsbury, West Yorkshire, serving a large residential area of private and local authority housing. The school's planned admission number is 420 and the school's admission limit is 60 per year group. The number of children on roll currently stands at 360. Approximately 36% of our children are entitled to free school meals, 18% have Special Educational Needs and 7% come from homes where English is not their first language.

Our school is popular with local families and has a reputation for being friendly and welcoming. There are good links with the local community through various activities and we enjoy positive relationships with neighbouring schools as part of the Dewsbury Learning Partnership.

Key messages from our most recent Ofsted report in 2019:

- Leaders have established a warm ethos in the school, based on respect for all. This is underpinned by the wealth of opportunities leaders have put in place which promote effectively pupils' spiritual, moral, social and cultural development.
- Leaders have ensured that the quality of teaching is good. Professional development for teaching staff in subjects such as phonics and writing has ensured that pupils typically make strong progress.
- Leaders have placed reading at the heart of pupils' learning. Consequently, pupils are enthusiastic readers and show a secure understanding of what they have read.
- Teachers ensure that pupils' learning is purposeful by making well considered links between a range of subjects within a topic. Pupils often decide which aspects of a topic they would like to explore. This stimulates pupils' curiosity effectively. They regularly reflect on what they have learned and think about their next steps. Pupils are enthused by this approach and, hence, show positive attitudes to learning and take pride in their work.
- The curriculum is well designed and, hence, captures pupils' interest and feeds their motivation to learn. As a result, pupils demonstrate positive attitudes in lessons.
- The well-developed music curriculum plays a crucial part in supporting pupils' spiritual and cultural development. Pupils benefit from a range of musical experiences, such as an opera visit during Year 4, opportunities to perform in the school band and to compete in musical contests with pupils from other schools. Pupils also learn about other cultures through a focus on different musical genres, significant artists and musicians.
- The behaviour of pupils is good. Pupils rise to adults' high expectations of them and, hence, they conduct themselves well. They are polite, welcoming and respectful. This creates a calm atmosphere in the school.

I am extremely proud to be the Acting Headteacher at Thornhill Junior and Infant School and believe it is a rich and vibrant place to learn and work. I would be very happy to answer any questions that you may have.

We hope that you will find this information pack helpful in finding out more about this post. You are very welcome to make an appointment to visit the school and meet with myself or Paul Spencer, Chair of Governors. Please contact the school office on 01924 453259, to make an appointment.

If you would like a further conversation about any aspect of this post or about working as part of Focus-Trust, please do not hesitate to email me thornhill@focus-trust.co.uk or contact the school office who will arrange a telephone call.

Please contact us if you require any further information.

Please return all completed documents to thornhill@focus-trust.co.uk by **1pm on Friday 23rd June 2023.**

Jen Rylance
Acting Headteacher

Welcome from Paul Spencer, Chair of Governors

Dear applicant,

Thank you for taking the time to consider applying for the post of Higher Level Teaching Assistant at Thornhill Junior and Infant School. As Chair of the Governing Body, I would like to take this opportunity to tell you a little bit about the context of our school.

Thornhill Junior and Infant School is a two-form entry school, situated in Thornhill on the outskirts of Dewsbury, West Yorkshire. We have PAN of 420 primary aged pupils with an admission limit of 60 pupils per year group. A small percentage of pupils come from homes where English may not be the first language.

We are proud to be part of the Focus Academy Trust and recognise the value of support, ethos, challenge, and collective efficacy embodied within the trust.

This is a very friendly school where children are happy, and staff work exceptionally well as part of a team. The large staff of teachers and teaching assistants are led by a dedicated, highly respected Senior Leadership Team.

There are 15 spacious and well-equipped classrooms. The school has a large hall which is used as a gymnasium, dining room and assembly hall. Our school is surrounded by secure playgrounds and a large, grassed area which includes an orchard. The building is a mixture of old and new and there has been much renovation and interior development over the last five years.

We offer a wide range of extra-curricular activities and clubs, and the school is renowned as a lead in music provision.

Parents are made very welcome in the school and provide much valuable support; they run the 'Friends of Thornhill' group which organises social and fund-raising activities.

Our school is popular with local families and has a reputation for being friendly and welcoming. There are good links with the local community through various activities and positive relationships with neighbouring schools, including the local High School.

I hope I have given you a flavour of Thornhill Junior and Infant School and that it makes you feel that you would like to become a part of our school community.

Yours sincerely,

Paul Spencer
Chair of the Governing Body

Academy details

Address	Edge Lane, Dewsbury, WF12 0QT
Telephone	01924 453259
Email	thornhill@focus-trust.co.uk
Website	www.thornhilljschool.co.uk

Job Description

Academy	Thornhill Junior & Infant School
Job title	HLTA
Grade	SCP 24-28
Accountable to	Headteacher
Line manager	Class teacher / teachers, or SLT.

Purpose of the role

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.

Responsible for the management and development of a specialist area within the school and/or supervision of other teaching assistants including allocation and monitoring of work, mentoring and training.

Main Duties:

Support for Pupils

- Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations
- Promote inclusion and acceptance of all pupils, and encourage pupils to interact and to work co-operatively with others and to engage in activities led by yourself and/or the teacher
- To assess, assist and support pupils, including those with special needs, to access a range of learning activities, through specialist skills, in-depth knowledge of the National Curriculum and theoretical knowledge of how pupils learn.
- The role may include supporting and implementing pupils' personal programme, including social, health, physical, hygiene, and welfare matters. The pupil may also need assistance to access different areas of the school. [Following appropriate training and in line with school procedures, to administer basic first aid and/or medication as required.](#)
- Make effective use of ICT in learning activities and develop pupils' competence and independence in its use.
- Develop and implement Individual Education Plans and Behaviour Plans
- Promote self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide specific feedback in discussion with pupils on their progress and achievement, in line with school policy.

Support for Teachers

- Within an established discipline policy, to anticipate and manage behaviour constructively, promoting self-control and independence.
- Support the role of parents in pupil learning and contribute to /lead meetings with parents to provide constructive feedback on pupil progress, achievement, problems etc
- Within an agreed system of supervision, plan and prepare creative and challenging teaching and learning objectives. Produce, evaluate and adjust lesson plans and learning resources, such as worksheets, as appropriate.
- Deliver learning activities, including those developed by self, which are part of local and national learning strategies, e.g. literacy, numeracy, KS1 & 2 or early years to pupils within an agreed system of supervision. To take into account individual pupil learning styles and needs to make adjustments to activities so pupils can engage with the subjects/topics being delivered. This will involve individual, group and whole class work and may take place when the teacher is not present.

- 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, both in lessons and other activities. Systematically record pupils' progress and achievements, ensuring availability of appropriate evidence
- Administer and undertake routine marking of pupils' work using an explicit mark scheme that does not require interpretation. Invigilate tests / examinations as required.
- Organise and manage an appropriate learning environment and resources.
- Select and prepare resources necessary to lead/support learning activities, taking account of pupils' interests, language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid, resources and equipment.
- Assist with the display of children's work as required
- Provide clerical support for teachers; e.g. photocopying, filing, record-keeping, collecting money, checking of deliveries and placing goods in stock and. maintaining records of stock; administering coursework, production of work sheets for agreed activities.

Support for the School

- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of pupils. Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Organise and deliver out-of-school learning activities within guidelines established by the school
- Contribute to the identification and implementation of appropriate out of school learning activities, which consolidate and extend the school activities.
- Provide cover for classes within the agreed system of supervision. This could be regular planned cover for the teacher, i.e. for PPA time (Planning, Preparation and Assessment) or could be for the short-term absence of teachers

Supervision of Staff

- Supervise other teaching assistants and take part in the recruitment, induction, appraisal, training and mentoring of Teaching Assistants
- To organise and monitor the workloads of teaching assistants and other staff falling under his/her remit, including cover for absences and delegation
- To hold regular team meetings with managed staff
- To represent teaching assistants at meetings

Fulfill wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the Academy and the Trust.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Liaise with external agencies with regard to pupil progress, safety and welfare.
- Work with other staff across the Trust and in other maintained Schools or other Academies.
- Communicate effectively with parents with regard to pupils' achievements and well-being.
- To attend relevant meetings as required
- To participate in training and other learning activities and performance development as required.
- To 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.

Personal and professional conduct

A HLTA is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a HLTA's career.

HLTAs uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the Academy, by:

- treating pupils, staff, parents and visitors with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to an adult working in an Academy environment;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; and
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Professionals working in the Focus-Trust must have proper and professional regard for the ethos, policies and practices of the Academy and the Trust, and maintain high standards in their own attendance and punctuality.

Professionals must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities; and within the policies, handbooks and guidelines of the Academy and of the Focus-Trust.

General

The post holder will:

- Be expected to actively support work and ethos of the Focus-Trust.
- Be expected to undertake such additional duties as may reasonably be requested by the Headteacher or their representative.
- Respect confidentiality of staff, pupils, families and visitors and not breach this trust. Any breaches of confidentiality must be reported to the Headteacher immediately.
- Participate in arrangements for appraisal and in the identification of areas in which s/he would benefit from training and undergo such training.
- Proactively keep abreast of developments in relation to the post, and whenever possible and appropriate, attend professional development opportunities.
- Comply with and support all policies related to equal opportunities, child protection and safeguarding of children and colleagues.

This job description is neither exhaustive nor exclusive, and it may, after consultation with the post holder be subject to modification and amendment in accordance with the needs of the academy.

Signed Post holder

Signed Headteacher

Dated

PERSON SPECIFICATION

POST TITLE: Teaching Assistant Support & Delivering Learning (HLTA)

Essential Criteria	How Identified	Desirable Criteria	How identified
<p>SKILLS</p> <p>Interpersonal skills to build and maintain successful relationships with pupils, treat them consistently with respect and consideration, and to demonstrate an interest in their development as learners</p> <p>Communication skills to liaise sensitively with parents and carers, fostering their interests in their child's development and activities of the school</p> <p>To demonstrate and promote the positive value, attitudes and behaviour you expect from pupils with whom you work</p> <p>Creative skills to prepare and design learning activities which relate to the National Curriculum, engage and stimulate pupils and are appropriate to the abilities of the pupils which may vary across the class</p> <p>Teamwork skills to work collaboratively with colleagues and to carry out your role effectively knowing when to seek help and advice</p> <p>Effective organisational skills to work under pressure to</p>	<p>Application Form and Selection Process</p> <p>Application Form and Selection Process</p> <p>Application Form and Selection Process</p>	<p>Constantly improve own practice/ knowledge through self-evaluation and learning from others</p>	<p>Application Form</p>

<p>complete tasks to potentially conflicting deadlines</p> <p>Ability to organise, lead and motivate a team</p> <p>Ability to manage performance of a team and to identify training needs</p>			
<p>KNOWLEDGE & UNDERSTANDING</p> <p>Full working knowledge of the policies/codes of practice/legislation relevant to the role, including the promotion of pupils' welfare</p> <p>Knowledge of the National Curriculum and other relevant learning programmes</p> <p>In-depth understanding of child development, their learning styles and cognitive processes</p> <p>Knowledge of the range of appropriate resources available to support learning programmes and engage pupils' enthusiasm in a variety of educational and social topics</p> <p>Understanding of equal opportunities and inclusion, and how they apply in a school setting</p>	<p>Application Form and Selection Process</p> <p>Application Form and Selection Process</p> <p>Application Form and Selection Process</p> <p>Application form and Selection Process</p> <p>Application Form</p>	<p>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</p>	<p>Application form and Interview</p>

<p>QUALIFICATIONS/ TRAINING</p> <p>Higher Level Teaching Assistant standards or QTS or Learning & skills teacher level 5</p> <p>Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths (At least GCSE grade C)</p> <p>Training in relevant learning strategies e.g. literacy</p> <p>Specialist training in a curriculum or learning area e.g. bi-lingual, sign language, ICT, Special Needs, Foreign Language, Art, Music, behaviour management etc.</p> <p>Paediatric First Aid certificate</p>	<p>Application Form and Selection Process</p> <p>Certificates</p> <p>Application Form and Selection Process</p> <p>Application Form and Selection Process</p>	<p>Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT</p>	<p>Application Form and Selection Process</p>
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About our school

Thornhill Junior and Infant School vision

'Together we will make the difference'.

Thornhill Junior and Infant school aims to nurture: happy, confident, inquisitive, responsible citizens with high aspirations for themselves and others.

We seek to achieve this through:

- Working together to create a happy school full of learning, laughter and friendship where individual contributions and opinions are valued.
- Promoting each pupil's self-esteem by building and developing individual strengths and talents so that children feel able to take risks within a safe, positive environment.
- Providing opportunities to explore, investigate and question the world around them through a broad and balanced curriculum enabling children to develop their natural inquisitiveness.
- Creating a stimulating environment, with high quality teaching, where children are encouraged to think for themselves, express their opinions and take responsibility for their learning.
- Supporting children to make the right choices for themselves and others, enabling them to make a valuable contribution to society and become responsible citizens.

Our pupils

The very large majority of pupils are of White British heritage and some have a first language other than English. The proportion of pupils known to be eligible for free school meals is above average. The proportion of disabled pupils or who are supported at school action plus or with a statement of special educational needs is above average. Attainment on entry is broadly in line with age-related expectations.

Our staff

Our leadership team comprises the headteacher, deputy head, two assistant heads and two senior leaders. In addition to teachers and teaching assistants, we have behaviour & pastoral leads who work with children and families, staff and outside agencies to offer support for wellbeing and develop parental engagement. The running of the school is also supported by admin, site, kitchen and lunchtime teams.

Our facilities

Thornhill is a two-form entry school. The classrooms are light and spacious and well equipped to ensure the children have a learning environment conducive to the 21st century. We are extremely fortunate to have large grounds which have been designed and developed to support children's learning.

Our school organisation

Our pupil admission number is 420 and there are two classes for each year group, from Reception to Year 6. In addition to class teachers, learning is supported in classes by teaching assistants – the number of these depends on needs within classes and year groups.

Our curriculum

We offer a broad and balanced curriculum which gives the children a wide range of experiences to develop the whole child. Our curriculum is geared to giving children a firm grounding and the necessary skills to succeed in an ever-changing world as well as providing them with the solid foundations of reading, writing and maths. We are very proud to be an Arts Mark School as well as having achieved the Platinum Sing Up Award.

Our extra-curricular activities

As well as our extensive range of music clubs we have lots of other extra-curricular activities that run throughout the year including; football, cooking, Scalextric, board games, homework, Lego and arts and crafts. We have recently started an After School and Holiday Club to provide affordable childcare and to meet the needs of our working parents.

Academy Quick Facts	
Type of school	Primary
Age range	4-11
Location/LA	Kirklees
Number of children	361
Number of teaching staff	21
Number of support staff	40
% FSM	36%
% SEN	18%
% EAL	7%

Background to the Trust

Focus-Trust was incorporated in May 2012 as a primary trust. The Trust has links with the sponsor, Focus Education, but is an entirely separate legal entity. As with all academy trusts, the Trust is a company limited by guarantee and an exempt charity. The Trust's offices are situated in a newly converted historic mill conversion in Chadderton, Oldham with excellent motorway networks to access our schools.



The defining feature of Focus-Trust is that it is a specialist primary phase trust. This means that the work of the Trust is driven by the distinctive needs of primary schools. Whilst the Trust has robust systems for accountability, each school has their own distinctive identity, ethos and culture, and this is a commitment to every school when they convert and join the Trust.

Focus-Trust currently has a small centrally employed team. The members of the team are highly skilled and committed to the vision, culture and values of the Trust.

All the schools within the Trust are willing partners who have actively chosen to join Focus-Trust and there is a very high degree of consensus, cooperation and commitment from within the group.

The Trust has robust policies and systems in place to govern and guide its work. These have been gradually implemented as the Trust has grown. The Trust has well-established productive relationships with trade unions and meets half termly with a group of national trade union representatives to discuss policy development. This has enabled us to introduce and change a range of policies in a streamlined and cooperative way.

Vision

'Great schools at the heart of our communities' - with our Community Champions and colleagues, we strive to ensure we are being civic leaders making a difference in the local and national communities and the community is supporting us.

Commitment

'Learning together, making the difference'

Collective Efficacy

We have a well-developed and securely embedded culture of Collective Efficacy. By this we mean we have, 'A shared commitment to work together on the things that matter to improve outcomes for all.'

The Focus-Trust Values

Professional honesty is at the heart of everything we do. The Trust knows the schools well because of the strong working partnership between academy leaders and the Trust Central Team. It is only by being honest and transparent with a balance of credible challenge and effective support, that we can move forward and get the best for all children and staff. Our work is underpinned by our values:

Care for children, adults and the learning environment

Dare to do things differently and have a go

Be fair, honest and inclusive – demonstrating integrity

Share expertise and best practice for the benefit of all learners

What you might want to know about Focus Trust

Pensions

Focus-Trust contributes to Teachers' Pensions and Local Government pensions in the same way and with the same level of contribution as local authorities.

Employer Relations

Focus-Trust has a Trade Union agreement which recognises the teacher and support staff unions. This is further supported by an ongoing and productive relationship with key trade union officials.

Equality of opportunity

Focus-Trust is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, gender, religion, age, marital status, sexual orientation and/or medical condition.

Safeguarding

Focus-Trust is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

Dress code

We expect all staff to dress professionally and appropriately for the roles undertaken. We pride ourselves on the high standards of dress of both our pupils and staff; these standards are led by our staff who we expect to set an example.

Policies

Focus-Trust and the schools have a range of policies and handbooks that help to make clear our expectations and ways of working. These are always shared openly with staff and are accessible to everyone. There are several policies that prospective employees should be aware of when making an application. These can be found on the Trust website www.focus-

trust.co.uk and school websites. All members of staff will be asked to sign a declaration as part of the induction process to acknowledge that they have read and understand the Code of Conduct and some of the key policies, e.g. Safeguarding and Child Protection, Health and Safety, Acceptable use of IT.

Right to work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Validation of qualifications and identity

All shortlisted candidates will be asked to bring original certificates or relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies of the successful candidate will be retained on their personnel file. The copies of unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

References and Social Media Checks

If you are shortlisted, we will take up references before the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we can confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or open references will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

In line with our safer recruitment policy, social media checks will be undertaken if you are shortlisted. This social media check is designed to complement the range of standard recruitment checks and allows us to identify a candidate's online presence which potentially could damage the organisation's reputation.

Knowledge and skills profile

This is an important part of your application and is your opportunity to explain how you meet the person specification for the post. You should demonstrate your skills, knowledge and experience and give short examples. Describe how you match the requirement of the job; include experience gained from previous jobs, community or voluntary work. Ensure that the information you give is well organised, relevant and brief. You may find it helpful to use sub-headings in order to keep your statement well focused. If you do not submit this profile, you will not be considered for short listing.

Disability

To comply with the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you

specify on the application form. Please contact Natalie Harris if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Disclosure of a criminal record

Employment in this role is subject to an enhanced check with the Disclosure and Barring Service (DBS). Checks will also be made against the lists showing people barred from working with children. All checks must be satisfactory before any offer of employment can be confirmed and before commencement of work can take place.

Please return all completed documents to thornhill@focus-trust.co.uk by **1pm Friday 23rd June 2023**.

Thank you for taking the time to read this information pack.
We wish you every success in any application you may
make.