



MENSTON PRIMARY SCHOOL

HIGHER LEVEL TEACHING ASSISTANT

CANDIDATE BROCHURE



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Key Facts and Statistics

Type of School Community Primary School

Location Menston, West Yorkshire

Denomination None

Age Range 4 to 11 Years

Co-Educational or
Single Sex Co-educational

Number of Children 400

Number of Teaching
Staff 17

% of Children with
SEN 10%

% of English as an
Additional Language 0.75%

% of Children on Free
School Meals 2.75%

School Awards



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Our School

At Menston Primary School, we provide the children with a high-quality inclusive education and pride ourselves on our team ethos, our care for our children and our partnerships with families.

As a team, we work to foster a lifelong love for learning. Everything we do is centred around the children and their right to be encouraged, to achieve, to find their talents, to enjoy learning and to succeed in whatever they choose. We strive to create an environment that allows children to enjoy learning within a happy and caring environment.

Our History

There has been a village school on our site since Victorian times. In the 1960's a 'new' infant school was added to the site, and in 2004 a third building was added which houses three classrooms and our before and after school 'Care Club'.

Our Environment

Our beautiful, extensive grounds include two fields with all-weather running tracks, three playgrounds, a ball court, a woodland/den building area, a minibeast area, a pond and two polytunnels which are used as outdoor classrooms. We have a strong commitment to outdoor learning for all of our children as we know that this benefits their mental and physical health, as well as teaching them to be guardians of their world. All of our children have regular, planned outdoor learning experiences throughout their whole time at school.

We are proud of our warm and positive learning environment. Our classrooms are well equipped and our teachers are innovative and creative. They love to inspire our children!

As well as working to deliver a broad and relevant education, the school is developing a curriculum which promotes the STEM subjects of Science, Technology, Engineering and Maths alongside regular, planned outdoor learning.



Our Ethos

We believe that teaching children how best to learn in different situations is as important as the subject specific knowledge they all need to acquire. Because of this we encourage our children to take increasing control over their own learning, to coach each other and to peer and self-assess where this is appropriate. As a result, each day our children grow more confident and independent and they are able to take on more responsibility for their own learning.



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Job Description – Higher Level Teaching Assistant

Salary Scale	Band 8 SCP 17-22
Hours	32.5 hours per week, Term Time Only, Permanent

Generic Introduction:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. Bradford Council/This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Council Services.
4. The Council/This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Prime Objectives of the Post:

To cover classes for Leadership Team release and Early Career Stage Teacher (ECT) release, delivering lessons that are planned by class teachers (mainly across KS2).

To plan and deliver lessons as part of PPA provision in years 4, 5 and 6.

To work with children on interventions, catch-up and booster programmes.

To contribute towards pupil assessment, attainment tracking and reporting.

To complement, appreciate and support the role of teachers and other professionals by undertaking work/care/support programmes which enables access to learning in the community as part of a teacher planned approach.

To support the class teacher in the management of pupils in the classroom, and other senior staff on a range of teaching and learning experiences which deliver an appropriately differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.



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Work within school policies and procedures under the direction and guidance of senior staff and within an agreed system of supervision.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

Knowledge and Skills:

(See Personnel Specification)

Effort Demands:

- Will assist in maintaining the good discipline of pupils throughout school and be expected to use good common sense, as well as use initiative in all matters relating to the conduct and behaviour of individual pupils, groups of pupils and whole classes, the safety, mobility (if required), hygiene and well-being of the pupils; making decisions within established working practices and procedures.
- Will recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with the relevant school policy and procedures.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.
- Acting as a role model, will establish productive and constructive working relationships with pupils, setting high expectations, motivating and interacting with them, being aware of their individual needs, supporting difference and ensuring all pupils have equal access to opportunities to learn and develop whilst responding appropriately.
- Will have the ability to cope with the requirements of the post, which may include working with pupils who have emotional/behavioural/physical difficulties.
- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.

Responsibilities:

- Assist in the management of pupils in the learning environment.
- Assist the teacher in all aspects of lesson planning and planning of other learning activities, participating in all stages of the planning cycle and modify methods to meet individual/group needs; assessing, evaluating and adjusting lessons/work plans as appropriate and in accordance to pupil responses/needs whilst helping pupils to access learning activities through specialist support.



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- Perform allocated tasks with limited supervision using professional discretion where required.
- Will transfer work and resources back to the teacher and feed back any issues.
- As agreed, and with limited supervision, deliver a range of teaching and learning experiences which should be appropriately differentiated and suitably challenging, ensuring all children are engaged in appropriate activities; giving support where necessary.
- Will undertake routine marking of pupils work and accurately record achievement/progress, administer and assess routine tests and invigilate exams/tests as well as working with the teachers to evaluate students progress.
- Support the teacher in establishing, planning, adapting and undertaking structured and agreed learning activities/teaching programmes appropriate to the pupil's needs to ensure physical, social, emotional and intellectual development, taking into account diversity e.g. language, culture, ability, race and religion.
- Will recognise own strengths and areas of expertise and use these to advise and support colleagues in order to ensure the smooth running of the learning environment and contribute to relevant meetings.
- Will supervise and support pupils consistently at all times including those with special needs; recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.
- Assess the needs of pupils and use detailed specialist skills in the development and implementation of Individual Education Plans and Personal Care Programmes; attending to the pupils' personal needs and maintaining related personal programmes with the correct use of care materials including the safety and well being of the pupils, therapy and medical intervention needs of the pupil and first aid, paying attention to social, health, physical and welfare matters as well as high standards of cleanliness and hygiene e.g. washing, dressing, toileting, and, if applicable, mobility.
- For posts working with pupils who are physically less able, it may be necessary to be able to physically assist the pupil in line with school policies and good practice.
- Will teach and supervise whole classes during the short term absence of the teacher and undertake the planning for this supervision within the pre-determined lesson framework; keeping all children engaged, maintain good order and to keep pupils on task.
- Promote and reinforce the inclusion, acceptance and integration of all pupils, including those with specific and special needs and those from different cultures and/or with a different first language as appropriate.
- Set challenging and demanding expectations, employ strategies to recognise and reward achievement of self-reliance whilst promoting self-esteem. Encourage pupils to act independently, working co-operatively and interacting with others.



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- Will develop, organise, prepare, create, safely manage and maintain a purposeful, orderly and supportive learning environment to meet the lesson plans. Take responsibility for the care, preparation, maintenance and use of relevant equipment, assisting pupils in its use, clearing/storage afterwards and sourcing/suggesting new resources where needed.
- Will be aware of pupil progress, monitor/record pupil responses against pre-determined learning objectives as well as provide accurate, constructive and detailed feedback/reports to the teacher and pupils. Make suggestions on developing areas where required.
- In liaison with the class teacher, will establish constructive relationships and communicate with other agencies and professionals to support achievement and progress of pupils.
- Will contribute to the planning of opportunities for students to learn outside of school contexts in line with school policies and procedures.
- Promote positive values, attitudes and good pupil behaviour and encourage pupils to take responsibility for their own actions whilst supporting the teacher in managing this. Deal promptly with conflict and incidents (including those involving restraint) and reporting challenging behaviour where appropriate in line with established policy; developing new solutions where required and contribute to a purposeful learning environment.
- Will gather/report information from/to parents/carers as directed, taking into account parental/carer concerns, dealing with them sensitively, establishing constructive relationships and offering appropriate advice and guidance under the direction of the teacher.
- Will support the teaching staff by reporting pupil progress and achievements at parents evenings which are usually held outside school hours.
- Will be responsible for developing and maintaining manual and computerised records and contributing to the reviews of systems/records as required.
- Will provide clerical/administrative support as directed by the teacher.
- Will implement local and national learning strategies and will support pupils to achieve learning goals e.g. literacy, numeracy, KS3, early years as directed by the teacher whilst making effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Will support pupils in the use of ICT in learning activities as directed by the teacher, develop skills to deliver ICT packages to pupils and develop pupils competence and independence in its use.
- Will participate in own performance development, identify and address any training needs/other learning activities.
- Will assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes, accompanying teaching staff and pupils on visits, trips and out of school activities; taking responsibility for a group under the supervision of the teacher.



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- Will take line management responsibility in the supervision of other Teaching Assistants, students on work experience, trainees and voluntary helpers. Undertake induction, appraisal, training and mentoring as necessary.

Environmental demands/Working Conditions:

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

Fluency Duty

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level

Intermediate Threshold Level

The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

Special Conditions of Service:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).



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Other considerations

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

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Person Specification – Higher Level Teaching Assistant

	ESSENTIAL (E)/DESIRABLE (D)
Experience:	<ul style="list-style-type: none"> • Experience of working in a team situation. E • Experience of working with or caring for children of relevant age e.g. voluntary organisation or parental/caring responsibilities. E • Provide evidence of having previously spoken fluently to customers at an Advanced Threshold Level. E
Qualifications/ Training:	<ul style="list-style-type: none"> • GCSE English and Maths or equivalent e.g. Adult Literacy/Numeracy at level 1. E • Level 4 NVQ for Teaching Assistants or equivalent qualification or educated to graduate level. E • Other relevant qualifications relating to the post e.g. Level 4 NVQ in Health/Childcare, first aid qualification. D • Evidence of further training/development and/or willingness to participate in further training and development opportunities. E
Knowledge/ Skills:	<ul style="list-style-type: none"> • Knowledge of childcare with an understanding/awareness of the principles of child development and learning processes as appropriate. E • Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. D • Excellent organisational and problem solving skills with the ability to work proactively and independently. E • Excellent communication skills. E • Excellent numeracy/literacy skills. E • Excellent ICT skills. D • Ability to use relevant equipment/resources. E • Ability to understand classroom roles and responsibilities. E • An understanding of the needs of a multicultural society. E

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	<ul style="list-style-type: none"> • An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. E • Knowledge and practical experience of behaviour management. D • Knowledge and commitment to schools Equality policy. E • Knowledge and practical experience of Health and Safety requirements. D • Knowledge and practical experience of child protection or willingness to learn. E • Ability to relate well to pupils and adults. E • Ability to work constructively as part of a team with a willingness to share knowledge, expertise and experience. E • Ability to remain calm under pressure; prioritising conflicting demands. E • Demonstrate a commitment to working with children of the relevant age. E • Demonstrate good co-operative, interpersonal and effective listening skills. E • Knowledge and experience of maintaining confidentiality in matters relating to the school, its pupils, parents or carers. E • Ability to perform all duties and tasks with reasonable adjustments where necessary, working flexibly and willing to accept change. E • Ability to cope with the requirements of the post, which may include working with pupils who have emotional/behavioural/physical difficulties. E • In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Advanced Threshold Level E
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We recommend candidates take a tour of our fantastic school on our website at:
<https://menstonprimary.co.uk/>

Interested candidates are invited to visit the school on Tuesday 22nd November 2022 at 4:15pm.
Please contact Hannah Veil at recruitment@menstonprimary.co.uk to confirm attendance.

In your personal statement we are looking for you to highlight your particular curriculum strengths and interests, relevant experience that would make you suitable for this post and ways in which you think you could make a positive wider contribution to our school.

Completed application forms should be returned via Prospects Online
Note: we are unable to accept CVs

Closing date for the post: Midnight on Sunday 4th December 2022.
Interviews and recruitment tasks will be held on Monday 12th December 2022.

A copy of our Privacy Notice for applicants can be accessed [here](#).
To view our latest Ofsted report please click [here](#).

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. You will be required to undertake an enhanced DBS disclosure.

MENSTON PRIMARY SCHOOL, ST PETER'S WAY, MENSTON, ILKLEY LS29 6NY
Tel: 01943 873180