



Higher Level Teaching Assistant

Castle View Primary School

Permanent

37 hours per week, 39 weeks per year

HLTA Pay scale £27,334-£29,777 FTE (£23,610-£25,720 pro rata)

QEGSMAT are seeking to appoint an enthusiastic Higher Level Teaching Assistant to join our hardworking and high achieving team at Castle View Primary School and Nursery, Matlock.

The successful applicant will be hard working, enthusiastic and flexible with high standards. They will possess a 'can do' attitude and be willing to support the activities of the school. The ability to work with a range of people is essential and they must be able to act on their own initiative, dealing with any unexpected challenges as they arise. They will have a willingness to participate in further training and development opportunities offered by the school and QEGSMAT.

At Castle View Primary School, we seek to provide the highest standard of education for all pupils in our care. We strive to instil in our pupils an enjoyment and thirst for learning so that they can fulfil their potential. We are an inclusive, caring school where every child matters, we recognise that all children have talents and abilities to celebrate, and a part of our role is to help them discover and develop these. We encourage a strong community spirit, where we show consideration and respect for each other; understand differences, and uphold kind, well-mannered behaviour.

Our school value 'Exceeding Expectations, Raising Aspirations' embodies our whole school ethos. We want our children to have high aspirations and to believe in themselves. We will ensure that all our children learn effectively, not only so they achieve as well as they can right across the curriculum, but also so, they learn about themselves and others. We will do all we can to ensure our pupils are confident, aspirational, and empowered to participate successfully at an academic, social and emotional level in a rapidly changing world.

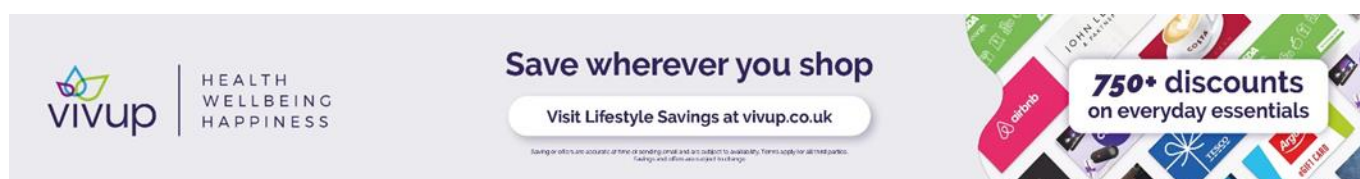
We value the partnership that exists between parents, children, staff and governors and strongly believe that by working together we ensure the children at our school experience the best possible start in life.

Castle View Primary School and Nursery is a proud member of QEGSMAT. The Trust's values are for students to 'Question, Explore; Give; and Succeed'. Our exceptional staff, strong leadership, motivated children, as well as excellent facilities, provide the successful formula for this.

At QEGSMAT we believe and promote that exceptional workforce creates exceptional results; they transform lives and transform futures. We support every pupil to achieve their full potential and become a confident, resilient, and compassionate individual who can make a positive contribution to society.

Why work for us?

- At QEGSMAT, we value the hard work and dedication of our team members, and as such we believe that progression should be a simple process. That's why we are proud to offer an Automatic Pay Review program, rather than the traditional annual pay and performance review, as part of our comprehensive benefits package.
- Continual access to CPD opportunities. QEGSMAT works with a large number of organisations to develop staff to fulfil their aspirations and potential. We are committed to providing first-rate training and development to all our staff within this evolving Trust.
- Access to Flu Vaccines.
- We are committed to promoting equality, challenging discrimination, and developing community cohesion. We welcome applications from all sections of the community.
- All staff have access to our Employee Assistance Programme which provides confidential, independent and unbiased information and guidance 24/7. This can also include bespoke counselling sessions for staff if needed.
- All roles are subject to nationally agreed terms and conditions of service.
- Access to the Local Government Pension Scheme (LGPS) with employer contributions of 23.4% for Derbyshire support staff.
- Family-friendly policies.
- Opportunity to work flexibly.
- Access to 750+ discounts on every day essentials via our benefits package with Vivup



QEGSMAT is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is a criminal offence to engage or seek to engage in regulated activity or regulated work with children, if you appear on the DBS barred list. All appointments are subject to an Enhanced DBS check and be eligible to work in the UK. Further information about our commitment to Safeguarding can be found - <https://www.qegsmat.com/documents/safeguarding>

Please be aware, the Trust may also consider performing an online presence check as part of their pre-employment checks.

This post is exempt from the Rehabilitation of Offenders Act 1074 and therefore applicants are required to declare any cautions, convictions, reprimands and final warnings that are not protected (i.e. that are not filtered out) as defined by the rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020).

If you are interested and wish to have an informal conversation to discuss the role or would like to visit the school, we would be happy to arrange this. Please call 01628 582699. Further details about our school can be found on our website: www.castleviewmatlock.com

To apply for this position, please visit our Trust Website <https://qegsmat.face-ed.co.uk/vacancies>

Closing date for applications: 10th November 2024

Interview date: 15th November 2024

Salary: HLTA Pay scale £27,334-£29,777 FTE (£23,610-£25,720 pro rata)

Potential Start date: ASAP



JOB DESCRIPTION

Post Title:	Higher Level Teaching Assistant
Responsible to:	Headteacher
Scale:	HLTA Pay scale
Disclosure Level:	Child Workforce – Enhanced, Child Barred List

Purpose:

The post holder will support the work of a qualified teacher and, under an agreed system of supervision, have responsibility for agreed teaching and learning.

This involves working in conjunction with the teacher to prepare curriculum content to work with one or more class teachers and cover classes in the absence of the class teacher. This would also include monitoring, assessing, recording and reporting on pupil development, progress and attainment.

The post holder will be a member of a multi-disciplinary team and will work under the leadership of a qualified teacher to the class or group. H/she will operate with a high level of delegated authority under an agreed system of supervision.

Duties and Responsibilities:

Support for Pupils:

- Cover and lead class teaching (under supervision) as and when appropriate
- Direct the work, where relevant, of other adults in supporting learning.
- Under the direction of a qualified teacher: Support pupils' learning in a range of classroom settings, including working with individuals, groups and whole classes (where the assigned teacher is not present) using detailed knowledge, experience, specialist skills and training.
- Establish productive working relationships with pupils acting as a role model and setting high expectations.

Support for the Teacher:

- Organise and manage appropriate learning environment and resources.
- Under an agreed system of supervision, plan and prepare teaching and learning objectives, adjusting activities/work plans as appropriate.
- Undertake more complex marking of planned work.
- Monitor and evaluate pupil responses to learning activities using a range of assessment and monitoring strategies against pre-determined learning objectives.

- Within the school's discipline policy, apply behaviour management strategies and techniques to manage behaviour constructively and contribute to a purposeful learning environment.
- Co-ordinate and organise pupils attending extracurricular activities/work experience or other out of school activities.

Support for the Curriculum:

- Under the direction of a qualified teacher:
- Deliver learning activities to pupils within an agreed system of supervision, adjusting activities according to pupil responses/needs.
- Contribute to curriculum planning, evaluation and implementation.
- Use ICT effectively to support learning activities.
- Contribute to development of school policies and procedures by participation in working groups.
- The development, preparation and dissemination of appropriate materials.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

Support to School:

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be involved in and contribute to whole school policy development.
- Assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.

METHODS OF WORKING:

The post holder must:

- Maintain confidentiality and observe data protection and associated guidelines where appropriate;
- Maintain an awareness of Safeguarding Children and Child Protection;
- Understand and comply with the Trust's Health and Safety Policy in the performance of their duties and responsibilities;
- Carry out the duties of the post in compliance with the academy's Equal Opportunities Policy;
- Understand and comply with all other relevant academy policies;
- Take an active part in appraising their own work against agreed priorities, targets, professional development and supervision arrangements;
- Undertake any necessary training associated with the duties of the post;
- Carry out any other reasonable duties and responsibilities within the overall function, commensurate with the grading and level of responsibilities of the post.



PERSON SPECIFICATION – High Level Teaching Assistant

	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> • Meet HLTA standards or equivalent qualification and experience. • Excellent numeracy/literacy skills equivalent to NVQ Level 2 in English and Maths or recognised equivalent. • NVQ Level 4 for Teaching Assistant (or recognised equivalent qualification). 	<ul style="list-style-type: none"> • Evidence of further professional training. 	Application Interview
Skills & Knowledge	<ul style="list-style-type: none"> • Full working knowledge of relevant policies/codes of practice including school performance management policies. • A good understanding of curriculum matters and to be able to contribute effectively to curriculum development and delivery. • In depth understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years. • Understanding of principles of child development and learning processes. • Ability to plan effective actions for pupils at risk of underachieving. • Have experience of, or demonstrate the ability to manage a team, including the monitoring, evaluation and prioritisation of others' work. 		Application Interview

	<ul style="list-style-type: none"> • Have experience of, or demonstrate the ability to develop, implement and deliver training programmes for other staff. • Effective use of ICT to support learning. • Use of other equipment technology – video, photocopier. • Well-developed interpersonal skills to be able to relate well to a wide range of people. • Excellent communication skills. 		
Experience	<ul style="list-style-type: none"> • Good experience of working to support children’s learning, gained in a relevant environment. 		Application Interview
Personal Qualities	<ul style="list-style-type: none"> • Team Worker • Commitment to high standards, equality of opportunity and continuous improvement • Be passionate about children’s learning and to motivate and inspire them • Positive attitude • Willingness to be involved in communities/extra curriculum activities • Competent and confident with ICT • Commitment to safeguarding and promoting the welfare of children • Ability to plan and deliver a creative and balanced curriculum 	<ul style="list-style-type: none"> • Willingness to be involved in communities/extra curriculum activities 	Interview