

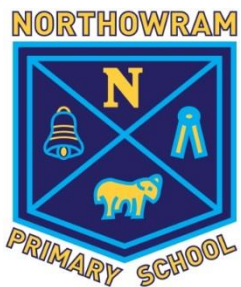


**Applicant Pack**  
**Higher Level Teaching Assistant**



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**INSPIRING SUCCESS**

**BEYOND EXPECTATION**

Headteacher: Mrs Jane Scardifield

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November 2022

Dear Applicant,

Thank you for your enquiry regarding our current vacancies for Teaching Support Assistants. The following documents are enclosed:

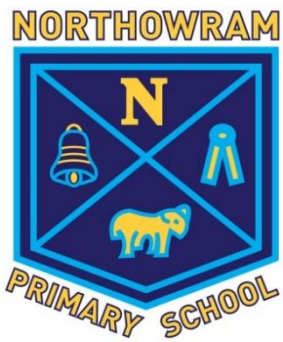
- Application Form
  - Please ensure that this is fully completed, paying particular attention to the employment history section. The information given must be in the specified format, i.e. dd/mm/yy
  - When providing details of referees one must be your current or most recent employer. References will not be accepted from relatives or from people writing solely in the capacity of friends.
  - Please note that incomplete application forms will not be accepted.
- Application pack

Northowram School is fully committed to safeguarding and promoting the welfare of its children and therefore we will carry out all relevant employment checks and ask that you complete a Disclosure & Barring Service form. We will also complete checks to ensure that you are not prohibited from teaching.

Thank you for your interest in this vacancy and I look forward to receiving your application.

Yours sincerely

Jane Scardifield  
Headteacher



Northowram Primary School  
Baxter Lane  
Northowram  
HX3 7EF  
Tel: 01422 202704

### Higher Level Teaching Assistant

31.25hrs hours per week, term time only  
Permanent, Mon – Fri 8:45 -3:30  
Scale 4 SCP 7-11 £15,881 - £17,078 per annum

From January 2023, we are looking to appoint an enthusiastic and committed Higher Level Teaching Assistant to join our dedicated team of support and teaching staff.

The post holder will be required to across both Key Stages (KS1 & KS2).

The successful candidate will:

- Ability to work in all key stages
- Ability to teach whole class and small group interventions
- Have excellent approaches to supporting the learning of pupils with additional needs
- Have the ability to support pupils in behaving positively
- Have a passion for educating children and young people
- Possess good inter-personal skills and have the ability to work collaboratively with pupils and teachers
- Demonstrate initiative and flexibility

In return we can offer:

- The opportunity to work in a large school with a dynamic and supportive ethos
- Well behaved, eager and enthusiastic pupils
- A friendly, hardworking and supportive team of staff
- Access to a variety of opportunities for continuous professional development

***Northowram School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake pre-employment checks including references from previous employers, confirmation of right to work in the UK and a DBS check.***

You can apply for this vacancy by downloading the application form and supporting documents from the Calderdale Council website [www.calderdale.gov.uk](http://www.calderdale.gov.uk) or from our website <https://northowram.calderdale.sch.uk/>

We encourage and welcome visits to the school please call us on 01422 202704 to book or alternatively we can arrange a telephone call with you, please email [recruitment@northowram.calderdale.sch.uk](mailto:recruitment@northowram.calderdale.sch.uk) with your name and contact details.

Please return your application form via e-mail: [recruitment@northowram.calderdale.sch.uk](mailto:recruitment@northowram.calderdale.sch.uk) or alternatively post to the school no later than **9am on Monday 21<sup>st</sup> November**. Late applications and CV's will not be accepted.

## Timeline

Completed applications should be returned (via e-mail or hard copy) no later than 9am on Monday 21<sup>st</sup> November.

## How to Apply

Please complete the application form provided. The Personal Statement should be no longer than 2 sides of A4 and should address the selection criteria detailed in the person specification. Please note that any supplementary submissions in excess of these limits will be disregarded.

Prior to submitting an application, please check that you meet the essential criteria with regard to essential qualifications requested. If you are invited to interview you will be expected to bring your original educational certificates with you.

*Please mark on your application which vacancy you are interested in.*

Please e-mail your completed application (subject heading: “Confidential – Teaching Support Assistant – Vacancy (please state vacancy number applied for)” to: [recruitment@northowram.calderdale.sch.uk](mailto:recruitment@northowram.calderdale.sch.uk)

Applications will also be accepted by post.

If applying by post, please mark the envelope “Confidential – Teaching Support Assistant – Vacancy (please state vacancy number applied for)” and return to:

School Business Manager, Northowram Primary School, Baxter Lane, Northowram, Halifax, HX3 7EF

## Communication

E-mail is our preferred method of communication. Candidates will receive all communication via their e-mail address and we would advise you to check your e-mails on a regular basis.

## Acknowledgement of receipt of applications

We do not acknowledge receipt of paper applications. Applications submitted on line will however, receive an acknowledgement upon request.

## Shortlisted Candidates

Shortlisted candidates will be contacted shortly after the closing date. If you do not hear from us within 4-6 weeks, please assume that on this occasion your application has been unsuccessful.

## **Safer Recruitment**

Safer recruitment practice aims to minimise the risk of appointing an individual who is unsuitable to work in a post where they will be in contact with children or vulnerable adults and could cause them harm. This school is fully committed to the principles of safer recruitment

Our selection processes observe best practice in selecting the appropriate candidate by ensuring equality of opportunity for all applicants whilst excluding any who may be unsuitable to work with our children. All candidates are expected to understand their own duties and responsibilities in regard to child protection and safeguarding with due relevance to the specific post advertised.

The Disclosure and Barring Service (DBS) helps employers to make safer recruitment decisions and to prevent unsuitable people from working with vulnerable groups, including children. It is a criminal offence to offer (or indeed to apply for, or to accept an offer of) employment in certain designated posts (those which involve working with children in what is defined as regulated activity) to a barred individual.

Accordingly, some or all (depending on the precise role) of the following steps will be taken as part of the recruitment processes:

- Confirmation of identity by sight of original official documents (Birth Certificate, Passport etc)
- Confirmation of professional qualifications (those required to fulfil the post) by sight of original documentation.
- Full scrutiny of employment history with clarification to be sought (from candidate or referees as appropriate) in the event of identified gaps or discrepancies.
- Satisfactory references – a minimum of two written references (one of which must be from most recent employer) will be taken up prior to interview.
- The identity of all referees must be open to verification.

In accordance with DBS regulations all candidates for relevant posts are required to provide details of any relevant unspent convictions. Additionally, for those posts involving “regulated activity”, all “spent” convictions must be disclosed under the Rehabilitation of Offenders Act 1974.

- A DBS check will be requested for appointments to all relevant posts.
- For those involved in “regulated activity” this will include an additional check of the Children’s Barred List.

Any conditional offer of employment will be made strictly subject to receipt of all required documentation (as specified) and satisfactory verification of all checks as above.

# Northowram Primary School

## Policy statement on the recruitment of ex-offenders

New legislation now requires all registered bodies and prospective employers to ensure that any applicants, subject to Disclosure and Barring Scheme (DBS) checks, who have a criminal record must not be unfairly discriminated against because of a conviction or other information revealed.

In addition registered bodies and employers who undertake Regulated Activity (Schools) must have a written policy on the recruitment of ex-offenders, a copy of which can be given to DBS applicants at the outset of the recruitment process.

As a Regulated Activity provider (RAP) all paid employees at Northowram Primary School provide regulated activity and are therefore subject to checks with the DBS.

This policy statement should be read alongside our Equal Opportunities policy.

### Policy Statement

As an organisation using the Disclosure and Barring Service (DBS) checking service to assess applicants' suitability for positions of trust, Northowram Primary School complies fully with the Code of Practice. We undertake not to discriminate unfairly against any subject of a DBS check on the basis of a conviction or other information revealed.

Northowram Primary School is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical / mental disability or offending background.

A summary of this written policy on the recruitment of ex-offenders is made available to all DBS applicants at the outset of the recruitment process by inclusion in the information pack for applicants.

Northowram Primary School actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.

In relation to volunteers and contractors, we only request a DBS check after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned.

For those positions where a DBS check is required, all application forms, job adverts and recruitment briefs will contain a statement that a DBS check will be requested in the event of the individual being offered the position.

We encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that this information is sent (under separate, confidential

cover) to the Head teacher and we guarantee that this information will only be seen by those who need to see it as part of the recruitment process.

We ensure that all those in our school who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance on the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974 and know how to access advice and support e.g. from our HR service, registered body, the DBS, etc.

At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

We make every subject of a DBS check aware of the existence of the Code of Practice and make a copy available on request.

We undertake to discuss any matter revealed in a DBS check with the person seeking the position before withdrawing a conditional offer of employment. This discussion and any subsequent risk assessment may be undertaken by senior leaders in school or by our HR service.



## Job Description

**SERVICE:** Northowram Primary School  
**POST TITLE:** Higher Level Teaching Assistant (with some teaching commitment)  
**GRADE:** Scale 4

### PRIME OBJECTIVES OF THE POST

- Supporting and Delivering Learning: Working under guidance, delivering learning, getting involved in the planning cycle, implementing work programmes, evaluating and record keeping. Providing PPA release and occasional supervision cover as required.
- Behavioural Support and Guidance: Working under guidance from a teacher, delivering learning and providing pastoral support, following school policies on behaviour management.
- Curriculum Resource Support: Preparation and maintenance of resources and equipment and implementing specific work programmes including assessment.
- Administration and Organisation: Working under guidance, managing resources/data/information, updating pupil record and profiles.
- Providing regular whole class cover for PPA etc

### RESPONSIBLE TO

Class Teacher  
Deputy Headteacher (Line manager)

### MAIN DUTIES AND RESPONSIBILITIES

#### Supporting and Delivering Learning:

- Generally to work under the guidance of teaching staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups/whole class, in or out of the classroom.
- Plan and undertake agreed programmes of work for PPA release (covering RE full class), maintaining good order and keeping pupils engaged in learning. Planning and preparation time will be provided.
- Occasional duties may include supervision of a whole class.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations, promoting the inclusion and acceptance of all pupils in the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs, encouraging them to interact and work co-operatively with others.
- Engage all pupils in activities, whilst promoting independence and employing strategies to recognise and reward achievement of self-reliance.
- Provide feedback in relation to progress and achievement.
- Work with the teacher to establish an appropriate learning environment and in planning lessons.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.

- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence, taking responsibility for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested.
- Undertake marking of pupils' work and accurately record achievement/progress.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed.
- Administer and assess routine tests and invigilate tests, and provide general clerical/administrative support.
- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs, implementing local and national learning strategies and making effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use, and help pupils to access learning activities through specialist support.

### **Behaviour/Guidance Support**

Generally, working under guidance, provide support in addressing the needs of pupils and in sympathy with the Christian ethos and values of the school:

- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance, challenging and motivating pupils, promoting and reinforcing self-esteem, and providing feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
- Provide pastoral support to pupils.
- Assist the teacher with the development and implementation of PLP's, and support provision for pupils with special needs.
- Establish productive working relationships with pupils, acting as a role model.

### **Curriculum/Resource Support**

Generally, under the guidance of senior staff: provide specialist support in a specific curricular/resource area, including preparation and maintenance of resources and support to staff and pupils. Specifically, this may be to:

- Use specialist skills/training/experience to support pupils and provide feedback to pupils in relation to progress and achievement.
- Create and maintain a purposeful, orderly and productive working environment.
- Ensure timely and accurate design, preparation and use of specialist equipment/resources/materials.
- Promote and ensure the health and safety and good behaviour of pupils at all times.

### **Administration & Organisation**

- Manage manual and computerised record/information.
- Provide support for end of year pupil reports.
- Maintain pupil profile records and other similar administrative tasks.

### **General Duties and Responsibilities**

- To be aware 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.
- To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop and to contribute to the overall ethos/work/aims of the school.

- To establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- To attend and participate in regular meetings, participate in training and other learning activities as required.
- To implement planned supervision of pupils out of school hours and supervise pupils on visits and out of school activities.

## Person Specification Higher Level Teaching Assistant

### Note to Applicants:

The criteria highlighted as essential are the key requirements. You should pay particular attention to these areas and provide evidence of meeting them. Failure to do so may mean that you will not be invited for interview.

Achievement of criteria – key to identification

A = Application I = Interview E = Exercise R = Reference

<b>Knowledge &amp; Skills (including any relevant of required qualifications)</b>	<b>Essential</b>	<b>Desirable</b>	<b>How identified</b>
HLTA status or equivalent		✓	A
GCSE Maths and English at Grade C or above or equivalent qualification	✓		A
Knowledge, experience and passion for the RE curriculum	✓		A/I/R
Excellent planning skills	✓		A/I/R
Excellent oral and written communication skills	✓		A/I/R
Proficient in the use of a Smartboard, Microsoft Office programmes, internet and e-mail	✓		A/I/R
Ability to work effectively with, and command the confidence of, teaching staff and other teaching and support assistants	✓		A/I/R
Ability to complete basic planning		✓	A/I/R
<b>Personal Development and Additional Learning</b>	<b>Essential</b>	<b>Desirable</b>	<b>How identified</b>
Evidence of commitment to continued professional development	✓		A/I/R
Good inter-personal skills and the ability to work both as part of a team and on own initiative	✓		A/I/R
Knowledge and commitment to equality of opportunity	✓		A/I/R
Awareness and commitment to “whole-school” issues such as raising achievement and school improvement		✓	A/I/R
<b>Experience</b>	<b>Essential</b>	<b>Desirable</b>	<b>How identified</b>
Previous experience of whole class teaching in a primary school	✓		A/I/R
Ability to manage pupils in a classroom	✓		A/I/R
Experience of working with children in Key Stage 2	✓		
Awareness of trends and developments in education	✓		A/I/R
Ability to secure positive behaviour through positive relationships	✓		A/I/R
Ability to be versatile and calm under pressure	✓		A/I/R
Ability to work effectively with staff from outside agencies	✓		A/I/R
Ability to manage time and prioritise own workload	✓		A/I/R
Ability to communicate with all pupils effectively in a variety of settings	✓		A/I/R
<b>Initiative</b>	<b>Essential</b>	<b>Desirable</b>	<b>How identified</b>
Commitment to a collaborative creative way of working , with the ability to motivate	✓		A/I/R
Self-motivated	✓		A/I/R

<b>Circumstances</b>	<b>Essential</b>	<b>Desirable</b>	<b>How identified</b>
Willingness to attend regular training courses	✓		A
Willingness to attend meetings after school and on INSET days		✓	A
Willingness to be involved with educational visits and other activities in school	✓		A/I/R

***This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***