

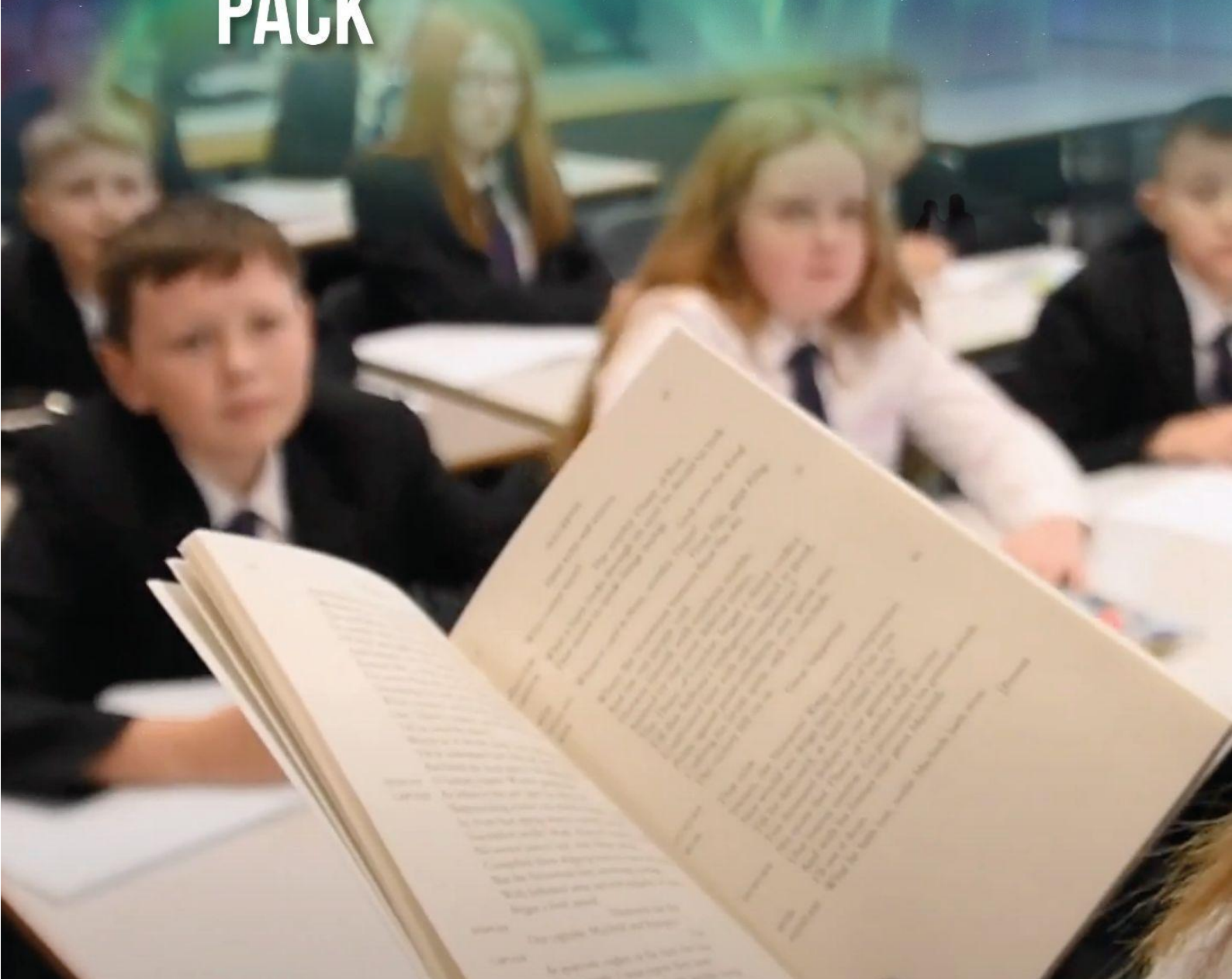


Northern  
Lights

LEARNING TRUST

HIGHER LEVEL TEACHING  
ASSISTANT- SEND  
AT VENERBALE BEDE CE ACADEMY

# APPLICATION PACK



# Northern Lights



We are a Multi-Academy Trust currently comprising seven primary and secondary schools and 3,093 children and young people from Stockton and Hartlepool in Teesside through to Sunderland and Washington.



We are a Teaching School Hub, one of 87 centres of excellence for teacher training and development, focused on some of the best schools and multi-academy trusts in the country.



We are an Early Years Stronger Practice Hub, set up by the DfE to provide advice, share good practice, and offer evidence-based professional development for early years practitioners.

## OUR SCHOOLS



### Hart Primary School

Hartlepool



### St. Peter's Elwick CE Primary School,

Hartlepool



### Benedict Biscop CE Academy

Sunderland



### St. Helen's Primary School

Hartlepool



### Holley Park Academy

Washington, Sunderland



### Ian Ramsey CE Academy

Stockton-on-Tees



### Venerable Bede CE Academy

Sunderland

Every Northern Lights school has its own values and its own vision and that's really important to us because all of our schools are there to serve our community but equally, our Trust is there to serve each other.

We do that with humility and with an openness because at Northern Lights it's not all about the academic - that is really important to us - but we know, as a Trust, we are successful if we have ensured that in an holistic way our children and young people have had every opportunity to experience, to flourish, to thrive, to understand the wonder and the joy of the world around them.

- Jo Heaton OBE, Chief Executive, Northern Lights Learning Trust



## Welcome from the CEO

Thank you for your interest in the position of Higher Level Teaching Assistant- SEND within Northern Lights Learning Trust.

We are a growing Multi Academy Trust that is currently made up of 2 secondaries and 5 primaries across Wearside and Teesside, with our central offices based in Seaham. We educate over 3000 pupils and employ over 400 members of staff and serve a diverse range of schools and communities. Each of our schools have their own individual ethos, values and vision, which sit together as part of our Northern Lights vision of 'Shining Together and Stronger Together'. As a CofE MAT, our schools are a mixture of Church and non-Church schools that range in size and levels of disadvantage. We see this diversity as a real strength to learn from and work with each other.

As a Multi Academy Trust we are at the heart of the current educational landscape, as a designated DfE Centre of Excellence as a Teaching School Hub and DfE Early Years Hub, responsible for teacher development across all ages and phases of education, working with over 300 schools. We are collaborative in our approach and value professional development highly in all we do.

We seek to be an employer of choice, with 100% of staff satisfaction in our latest survey, '*I am proud to work for a forward-thinking Trust who put people development at the heart*'. We seek to support our staff to develop and thrive.

We are looking for someone whose values align with us as a Trust and has the drive and ambition to work collaboratively to provide the best opportunities and outcomes for our young people.

We look forward to receiving your application.

Yours sincerely

Jo Heaton  
Chief Executive Officer



## Welcome from the Head Teacher

Thank you for your interest in the Higher Level Teaching Assistant- SEND post at Venerable Bede, where it is my privilege to serve as Headteacher. We are a popular and oversubscribed secondary school serving our local community. We sit on the border of Ryhope, Silksworth and Doxford Wards in Sunderland, but we have pupils who attend our school from across the City and beyond. It is our goal to provide an inclusive education, within the context of our local community, in which the rights of everyone are respected, regardless of personal beliefs. We are proud to be a school at the heart of our community.

We are a medium sized secondary school, built to accommodate 900 pupils. Our fundamental aim is to equip our pupils with the qualifications and skills which they will need to take their place in a modern British society. We hope that we play our part in helping our pupils understand how to live “Life in all its fullness” (John 10:10). Our mission statement is “To create a stimulating, secure and caring environment within which all members of our community will realise their potential in the light of the Christian Gospel. ” This is embodied in our school motto: “Soar to the Heights Together”.

We want all of our pupils to reach their full potential. For each of our pupils we hope that with the guidance and support of their families and teachers, each of them will be able to develop their individual talents and fulfil their life long goals. As a product of the English Comprehensive system, I am a true advocate. I firmly believe that all children should have equal chance of success. It should be our goal in schools to enable all pupils to thrive, instilling in them a thirst for knowledge, and enabling them to understand how they play their part in unlocking their potential. Every child deserves the right to a broad and balanced curriculum.

At Venerable Bede Academy, we offer a **DEEP** curriculum to every child, regardless of their academic ability that spans 7 years as we have transitional opportunities with our primaries (Y6) and local colleges (Y12).

Thank you for your interest in our academy. Visits to the school are welcome, by prior agreement. Please contact [info@nllt.co.uk](mailto:info@nllt.co.uk) to express an interest.

Best regards

David Airey  
Headteacher

## **HIGHER LEVEL TEACHING ASSISTANT- SEND**

**Permanent**

**Venerable Bede CE Academy**

**NJC SCP 14- 17 £25,409 - £26,845 FTE**

**37 hours per week, term time only + 5 inset days**

We are looking for a hardworking and organised Higher Level Teaching Assistant (HLTA), that seeks to ensure all pupils make the progress of which they are capable.

You will complement the professional work of teachers by taking responsibility for agreed learning activities for all pupils, including those who need particular help in overcoming barriers to learning. This may involve planning, preparing and delivering learning and/or wellbeing activities for individuals, groups or whole classes for PPA. or short-term absences. You will monitor, assess, record and report on pupils' achievement, progress and development. Responsible for the management and development of a specialist area within the Academy and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training.

The successful candidate must have the presence and confidence to work independently with small groups of pupils. Good I.T. skills would also be advantageous, as the monitoring and tracking of the impact of these interventions is a vital aspect of the role.

If you want to help pupils of all abilities to learn as effectively and self-sufficiently as possible, we would welcome your application.

The successful candidate should have:

- Experience of working in a Secondary School setting
- Good understanding of the National Curriculum
- Excellent communication skills
- A positive attitude, flexibility and adaptability
- Ability to engage and deliver lessons under the guidance of a teacher/colleagues
- Proven impact on attainment and achievement through Quality First Teaching and Targeted Intervention
- High expectations

If this is you, we would really welcome your application

### **In return you will receive:**

- A supportive working environment that puts people at the heart of the organisation.
- Continuous professional development, including the opportunity to undertake related qualifications.
- National Terms and Conditions of Employment.
- Local Government Pension Scheme
- The opportunity to work as part of a growing Trust and shape this role.

Details of the school can be found on the school website: <https://www.venerablebede.co.uk/>

### **CLOSING DATE:**

**Applications must be received by: Thursday 2<sup>nd</sup> November 2023 at 9am**

**Short Listing will take place on: Tuesday 7<sup>th</sup> November 2023**

**Interviews will take place on: Friday 10<sup>th</sup> November 2023, Morning**

### **HOW TO APPLY:**

Letters of application should be returned, along with a Northern Lights Learning Trust application form, to [recruitment@nllt.co.uk](mailto:recruitment@nllt.co.uk) or by post to Northern Lights Learning Trust, Spectrum Business Park, Lighthouse View, Building 2, Seaham, SR7 7PR

Applications will only be considered on receipt of an application form, CV's and other forms of application will not be accepted. For further information, please contact Helen Jones on 0191 5239745.

## JOB DESCRIPTION

Post: Higher Level Teaching Assistant for SEND

Responsible to: Headteacher

Responsible for: Providing teaching and learning support to individuals and/or groups of pupils in the learning environment.

Salary band: NJC 14-17

Start date: As soon as possible

### **MAIN PURPOSE:**

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision, for all pupils, including those who need particular help in overcoming barriers to learning. This may involve planning, preparing and delivering learning and/or wellbeing activities for individuals/groups or whole classes for P.P.A. or short-term absences. This will include 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 Academy and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training.

### **TASKS:**

#### **SUPPORT FOR THE PUPIL:**

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils learning.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Develop and implement Individual Education/Behaviour/Support Plans and Learner Profiles.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.

#### **SUPPORT FOR THE TEACHER:**

- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.

- 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, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Supporting the role of parents in pupils learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate examinations/tests.
- Production of individual pupil and lesson plans, worksheets etc.
- Support teaching staff, carrying out of home visits and in the liaison with outside agencies.
- Assist the teaching staff in the smooth transition between educational phases.

#### **SUPPORT FOR THE CURRICULUM:**

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
- Deliver local and national learning strategies in line with pupil needs and to support the development of pupils' skills.
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests, language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

#### **SUPPORT FOR THE ACADEMY:**

- Comply and assist with the development and implementation of policies and procedures relating to SEND, Child Protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the Academy.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.



- Contribute to the identification and execution of appropriate out of Academy learning activities which consolidate and extend work carried out in class.
- Being a member of the Academy/unit management team
- Assist with organisation and accompany teaching staff and pupils on visits, trips and activities outside Academy as required.
- Attend all relevant team/staff/Academy meetings.
- Participate in training and other learning activities and performance development as required.
- Show a duty of care and take appropriate action to comply with Health & Safety requirements at all time.
- Demonstrate and promote commitment to Equal Opportunities and to the elimination of behaviour and practices that could be discriminatory.
- Duty supervision as required outside of lesson times, as directed by the SENDCo.
- Undertake First Aid duty as required to support the Academy.
- Undertake regular First Aid training as required.

**The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.**

## PERSON SPECIFICATION HIGHER LEVEL TEACHING ASSISTANT- SEND

CATEGORY	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
<b>APPLICATION FORM</b>	<ol style="list-style-type: none"> <li>1. Completed application form</li> </ol>		Application
<b>EDUCATION AND TRAINING</b>	<ol style="list-style-type: none"> <li>2. Requirement to complete Teaching Assistant Induction Programme.</li> <li>3. Willingness to participate in relevant training and development opportunities.</li> <li>4. NVQ Level 3 or equivalent qualification in relevant discipline OR appropriate experience as a Teaching Assistant.</li> <li>5. Qualifications at GCSE level or equivalent in Maths and English.</li> <li>6. Hold or be willing to undertake a certificate in First Aid.</li> </ol>	<ol style="list-style-type: none"> <li>7. Degree/HLTA status/NVQ Level 4 or equivalent qualification in relevant discipline.</li> <li>8. Child Protection training.</li> <li>9. Training in the literacy/numeracy strategy.</li> <li>10. Training in Special Educational Needs strategies.</li> </ol>	Application
<b>EXPERIENCE</b>	<ol style="list-style-type: none"> <li>11. Recent and relevant experience of working with children within an education setting, within a specified age range/subject area.</li> </ol>	<ol style="list-style-type: none"> <li>12. Experience of working in an Academy environment.</li> <li>13. Experience of working within a primary or specialist setting.</li> <li>14. Experience of planning and delivering a range of literacy intervention.</li> </ol>	Application

**APTITUDE  
AND SKILLS**

Ability to:

15. Work effectively within a team environment, understanding classroom roles and responsibilities.
16. Relate well to children and adults.
17. Build effective working relationships with all pupils and colleagues.
18. Promote a positive ethos and role model positive attributes.
19. Work with children at all levels regardless of specific individual need and identify learning styles as appropriate.
20. Adapt own approach in accordance with pupils needs.
21. Continually develop and extend own working practices and willingness to undertake training in order to develop and maintain skills.
22. Working knowledge of relevant policies/codes of practice/legislation.
23. Programmes/techniques (within specified age range/subject area) e.g. knowledge of core subjects.
24. Understanding of principles of child development, learning styles and

Knowledge of:

34. Child Protection.
35. Equal Opportunities and recognising the nature of the diverse Academy community.
36. Understanding of basic technology – computer, video, photocopier etc.
37. Awareness of mental health first aid.
38. Understanding of Attachment Awareness and Trauma Informed Practice.
39. Therapeutic interventions such as Theraplay and Lego therapy.

Application  
Interview

	<p>independent learning.</p> <p>25. Experience of resources preparation to support learning programmes.</p> <p>26. Effective use of ICT to support learning and track progress.</p> <p>27. Excellent communication skills.</p> <p>28. Excellent numeracy and literacy skills.</p> <p>29. Be able to maintain confidentiality.</p> <p>30. Excellent listening skills.</p> <p>31. Manage behaviour of children in a positive and supportive manner.</p> <p>32. General awareness of inclusion, especially within an Academy setting.</p> <p>33. Relevant knowledge of First Aid.</p>		
<p><b>PERSONAL QUALITIES TO INCLUDE</b></p>	<p>40. Friendly, approachable and professional manner.</p> <p>41. Calm approach.</p> <p>42. A commitment to working as part of the whole Academy team and supporting the vision and aims of the Academy.</p> <p>43. High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their</p>		<p>Application Interview</p>

	<p>educational achievements.</p> <p>44. Ability to build and maintain successful relationships with pupils; treat them consistently, with respect and consideration, and demonstrate concern for their development as learners.</p> <p>45. Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work.</p> <p>46. Ability to liaise sensitively and effectively with parents and carers, recognising their role in pupils learning.</p> <p>47. Able to improve their own practice through observations, evaluation and discussion with colleagues.</p> <p>48. Willingness to undertake relevant CPD in line with role and needs of the Academy.</p>		
<b>OTHER</b>	<p>49. Recommendation from both referees</p> <p>50. Fully enhanced DBS clearance with children's barred list check</p>	<p>51. Strong recommendation</p>	<p>References Enhanced DBS certificate</p>