



**Northern
Lights**

LEARNING TRUST

**HIGHER LEVEL TEACHING ASSISTANT
HOLLEY PARK 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 HLTA 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 Acting Headteacher

Thank you for your interest in the HLTA post at Holley Park Academy, where it is my privilege to serve as acting headteacher for the Autumn term 2023-2024.

We are a popular, smaller-than-average-sized primary school serving our local community of Washington with an Ofsted grading of 'good' (2018).

At Holley Park Academy we aim to provide a safe, stimulating, and happy environment that allows every child to grow and flourish into individuals, who are well-prepared for the next step in their educational journey and beyond.

We are an inclusive school and believe each child is unique. We take pride in nurturing and celebrating all our pupils' skills, talents, and interests. We have a wonderfully vibrant school community built around our core values of resilience, relationships, risk-taking, resourcefulness and reflection.

Our school vision is 'work together, achieve more' and this permeates every aspect of our school culture and ethos. We believe cultivating positive relationships is integral to supporting our children and families.

Holley Park Academy joined Northern Lights Learning Trust in 2022 and as a school we are proud to be part of an ever-growing network of schools who share the common goal of putting children at the heart of everything they do.

Visits to the school are welcome, by prior agreement. Please contact info.holleypark@nllt.co.uk to express an interest.

Kind regards,

Lee Garrett

Acting Headteacher

HIGHER LEVEL TEACHING ASSISTANT
Permanent position required as soon as possible
HOLLEY PARK ACADEMY
NJC SCP 8-11 £22,777- £24,054 FTE
37 hours per week, term time only + 5 inset days

Are you organised, enthusiastic and welcoming?
Do you thrive working in a busy office environment?
Would you like to make a difference to children's learning and well-being?

Northern Lights Learning Trust are looking to appoint a HLTA for Holley Park Academy in Washington. We are looking to welcome enthusiastic and reliable applicants who can support pupils, parents, staff and governors. In return you will benefit from inspirational and dynamic leadership and be empowered to develop your own skills with access to great CPD opportunities.

The successful candidate should have:

- Experience of working in a Primary School setting
- Good understanding of the Early Years and 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.holleyparkacademy.co.uk/>

CLOSING DATE:

Applications must be received by: Thursday 9th November 2023 at 1pm

Short Listing will take place on: Friday 10th November 2023

Interviews will take place on: Tuesday 14th November 2023

HOW TO APPLY:

Letters of application should be returned, along with a Northern Lights Learning Trust application form, to 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 the school on 01914170303.

JOB DESCRIPTION

Post: HIGHER LEVEL TEACHING ASSISTANT

Responsible to: SENIOR LEADERSHIP TEAM

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

Salary band: NJC 8-11

Start date: As soon as possible

Purpose of the role:

To collaborate with teachers in planning and delivering programmes of teaching and learning activities for classes or identified pupils. The primary focus is to undertake educational activities with individuals, groups or whole classes within a framework agreed with and under the direction and supervision of a qualified teacher

n.b roles at this level deliver 'specified work' as defined by Section 133 of the Education Act 2002

Responsibilities:

To provide teaching and learning support to individuals and/or groups of pupils in the learning environment.

Working under the direct supervision and guidance of a teacher:

- Liaising closely with teaching staff to assess the needs of pupils and assisting in the preparation, development and implementation of Individual Development Plans and/or other personalised learning plans
- Use teaching and learning objectives to plan, evaluate and adjust lessons/work plans as appropriate within an agreed system of supervision
- Plan, prepare and deliver specified learning activities to individuals, groups of pupils and whole classes modifying and adapting activities and the approach as necessary under the direction and supervision of a teacher
- Recording and reporting on the progress and achievement of pupils and participating in reviews of pupils' progress, development and attainment
- Mark work and give verbal feedback to pupils
- Assess the needs of pupils and use knowledge and specialist skills to support pupils learning
- Providing feedback to pupils and parents/carers in relation to progress, achievement, behaviour, attendance and other relevant areas
- Assisting in administering, invigilating and assessing/marking tests and examinations
- Liaising with education, health and other specialists and outside agencies to develop multi-agency approaches to support pupils
- Providing advice, information and demonstrations to classroom and teaching assistants to assist in the development of their skills

- It is an expectation of the role that jobholders will engage with all pupils as directed by the school in line with the overall goals of the school and the needs of all pupils
- Promote high standards of behaviour, employ effective de-escalation strategies and where necessary, exercise appropriate physical intervention
- Support pupils in emotional and social well-being, reporting problems to the teacher as appropriate
- Provides specialist support to pupils in any or all of the following areas; pupils with learning, behavioural, communication, social, sensory or physical difficulties, gifted and talented pupils, pupils where English is not their first language, pupils who are not working to the normal timetable, or specific curriculum areas
- Within defined parameters and guidelines, share information concerning pupils with staff, parents/carers/guardians, internal and external agencies as appropriate
- Support independent learning and the inclusion of all pupils
- Support the raising of educational aspiration in all pupil/parent contact and provide constructive feedback on pupil attainment, learning and achievement
- Support pupils using IT in their learning activities and develop pupils' competence, confidence and independence in its use
- Contribute to the development of policy and procedure

Indicative knowledge, skills and experience:

- Working at or towards the competency standards for Higher Level Teaching Assistants
- Level 3 NVQ as a minimum in teaching and learning OR equivalent areas linked to pupils and teaching
- Awareness of policy, procedures and legislation relating to child protection and health and safety.

Professional standards for teaching and learning support staff:

All Support Staff engaged in teaching and learning should adhere to, and uphold, the following standards;

Personal and professional conduct

- Uphold the ethos, policies and practices of the school
- Through positive attitude, values and behaviours, develop and sustain effective relationships within the school family
- Have due regard for the need to safeguard pupil well-being by following relevant statutory guidance in addition to school policy and practice
- Recognise differences and respect cultural diversity
- Ongoing commitment to practice development through self-evaluation and awareness

Knowledge and understanding

- Be willing to acquire the appropriate skills/qualifications/experience required for the role
- Demonstrate expertise and skill in understanding the needs of all pupils, and know how to adapt and deliver support to meet individual needs setting high expectations in doing so.
- Increase personal effectiveness in the setting through reflective practice and ongoing CPD ensuring that knowledge and understanding are current in doing so
- Support teachers and pupils in achieving positive outcomes through the maintenance of a level of subject and curriculum knowledge relevant to the role
- Understand the role and responsibilities within the learning setting and whole school context in the knowledge that those responsibilities extend beyond a direct support role

Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase levels of pupil achievement
- Promote, support and facilitate inclusion by encouraging participation of all pupils in all learning and extra-curricular activities
- In line with school policy and procedure, consistently apply effective behaviour management strategies
- Contribute to effective assessment and planning by monitoring, recording and reporting pupil progress
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning
- Through organising and managing physical learning space and resources, support the maintenance of a stimulating and safe learning environment

Working with others

- Through effective liaison, communication and partnership working, recognise, value and respect the role and contribution of other professionals, parents and carers
- Keep other professionals accurately informed of progress or concerns they may have about pupils that they work with
- Through an appreciation of the role and responsibilities, work in partnership with classroom teachers and colleagues by ensuring that their knowledge is able to inform planning and decision making
- Communicate specialist understanding to other school staff and education professionals to facilitate consistent decision making on intervention and provision

School ethos:

- Be aware of and support difference and ensure equal opportunities for all

- Contribute to the overall ethos/work/aims of the school.
- Develop constructive relationships and communicate with other agencies/professionals where appropriate to the role.
- Attending meetings and liaising and communicating with colleagues in school and parents/carers.
- Share expertise and skills with others.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.
- To be aware of requirements in respect of confidentiality, child protection procedures, health and safety, behaviour management, equal opportunities, special educational needs and other policies of the governing body and/or local education authority.
- As and when required as directed by teaching staff, to escort pupil's home with an appropriate colleague.
- Be an effective role model for pupils by demonstrating and promoting the positive values, attitudes and behaviour expected from pupils.
- Carrying out tasks for the domestic care and general welfare of pupils in respect of toileting, at meal times and changing using specialist equipment where necessary.

PERSON SPECIFICATION HIGHER LEVEL TEACHING ASSISTANT

CATEGORY	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
APPLICATION FORM	1. Completed application form		Application
QUALIFICATIONS	2. GCSE Grade C or above in English and Mathematics OR equivalent qualifications (A) (I) 3. HLTA qualification or higher OR evidence that HLTA qualification has commenced (A) (I) 4. Level 3 NVQ as a minimum in teaching and learning OR equivalent areas linked to pupils and teaching	5. Evidence of further education (A) (I) 6. Professional awards linked to Teaching and Learning (A) (I) 7. Degree	Application Certificates Interview
EXPERIENCE	8. Experience of working within the primary age range (A) (I) 9. Experience of planning and assessing (A) (I) (R) 10. Experience of working and engaging	13. Experience of effective liaison with multi agencies linked to education such as CAMHs, SALT etc. (A) (I) (R) 14. Experience of coaching and mentoring colleagues	Application Interview References

	<p>effectively with parents/carers, demonstrating a positive impact (A) (I) (R)</p> <p>11. Experience of working as part of a team (A) (I) (R)</p> <p>12. Experience of impact on attainment and achievement of pupils (A) (I) (R)</p>		
KNOWLEDGE & UNDERSTANDING	<p>15. Excellent communication and interpersonal skills (I) (R)</p> <p>16. Ability to plan effective lessons and deliver them to a high standard (A) (R)</p> <p>17. Knowledge and understanding of the SEND Code of practice (A) (I) (R)</p> <p>18. Knowledge and understanding of effective features that support teaching and learning (A) (I) (R)</p> <p>19. Knowledge and Understanding of the Early Years and National Curriculum (A) (I) (R)</p>	<p>24. Ability to utilise specialist knowledge and skillset to enhance Teaching and Learning (A) (I) (R)</p> <p>25. An area of subject specialism which could support, develop and enhance the Curriculum</p>	<p>Application Interview References</p>

	<p>20. Ability to effectively manage pupils' behaviour using positive approaches in line with school policy (A) (I) (R)</p> <p>21. Be an effective role model for pupils by demonstrating positive values, attitudes and behaviour expected from pupils (A) (I) (R)</p> <p>22. Ability to identify areas for development during lessons and through marking/feedback as appropriate (A) (I) (R)</p> <p>23. Understanding of Safeguarding procedures (A) (I) (R)</p>		
<p>SKILLS AND PERSONAL QUALITIES TO INCLUDE</p>	<p>26. Ability to communicate effectively in spoken form (I) (R)</p> <p>27. Well-developed work ethic (I) (R)</p> <p>28. Able to motivate and work well within a team (I) (R)</p>		<p>Application Interview References</p>

	<p>29. Commitment to own professional development and being a reflective practitioner(A) (I) (R)</p> <p>30. Enthusiasm for working with children of all abilities and starting points (A) (I) (R)</p>		
OTHER	<p>31. Recommendation from both referees</p> <p>32. Fully enhanced DBS clearance with children's barred list check</p>	<p>33. Strong recommendation</p>	<p>References Enhanced DBS certificate</p>