



BRADFORD ACADEMY

BRADFORD, WEST YORKSHIRE



Application Pack

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Dear Applicant,

Thank you for your interest in working at Bradford Academy.

We are clear in our vision:



At Bradford Academy we believe that by developing responsibility, respect, and resilience we will become a shining light in our community. Our vision underpins everything we do and by living it together we are quickly becoming a school that makes a difference to those we serve.

When you visit us, you will see the impact our passionate and ambitious staff have on child from age 2 years old to 18.

As a Church of England Academy, we believe that a commitment to developing the faith and spirituality of our learners is of vital importance when working at the academy. Our moral purpose guides us to ensure that every learner can be the best they can be spiritually and personally as well as academically. We believe that we make a difference not only within but out in the local community.

We have two internal resourced provisions in our Secondary Phase; one for Physical Disability and one for Autism. We have a provision to support learners in need of additional SEMH support, RESET. We also have a local authority led SEMH provision on site. This reflects our passion for creating a truly inclusive school that reflects society and develops compassionate, understanding children and young people.

Staff who work at Bradford Academy benefit from support, challenge and investment. We understand how valuable our staff team are and strive to give them all the tools they need to excel in their chosen field. We value our staff's wellbeing and believe that Bradford Academy is an exciting and worthwhile place to work.

If you feel you share our vision for improving the lives of young people and have the tenacity, resilience and commitment to be a part of our journey then submit your application or contact us to arrange a visit. We would love to get to know you better.

Yours sincerely

Mrs Mel Saville
Executive Principal

Post Title: Higher Level Teaching Assistant

Standard Hours: 37 hours

Note: this position is subject to the successful completion of an initial 6-month probationary period and a review at the end of the year.

Core Purpose:

- To support the SEND team and Reading Intervention Lead with day-to-day operational management which includes the timetabling and allocation of support staff, record keeping, general administration and resource management.
- To support pupils individually and in small groups within the classroom, in exams and assessments, and during unstructured times, so they can access the curriculum, take part in learning and wider social and additional curricular experiences, develop their social and emotional skills, and experience a sense of achievement and positive wellbeing.
- To plan, deliver and lead on interventions across all four broad areas of need, as directed by the SENDCO to small groups and individuals.
- The HLTA should have gained the status of Higher-Level Teaching Assistant, be willing/interested in gaining this status and/or be a graduate.

Specific Duties and Responsibilities

- To have a good working knowledge, understanding and experience of working with SEND pupils (initially focused on literacy gaps such as reading and handwriting) in order to support learners and enable them to access mainstream education.
- To support with maintaining a calm, positive and orderly environment so that the learners feel safe and secure.
- To plan, deliver, and lead other LSAs to deliver, interventions across all four broad areas of need, and emergent readers, as directed by the SENDCO to small groups and individuals.
- To administer and evaluate baseline assessments for identification of need and use this to advise planning and timetabling interventions and in-lesson support.
- To monitor and evaluate interventions against the expected outcomes offering regular feedback on learner progress, achievement and areas of development to staff, learners and parents/carers.
- To contribute to meetings with parents and carers for those accessing interventions providing feedback on learner progress, attainment and barriers to learning.
- With leaders, communicate with other professionals accurately about learner performance, achievements or barriers to ensure informed decision making can take place about intervention and provision.
- To have experience of different behavioural strategies that work for learners with SEND.

- To understand the impact of SEMH needs for learners and understand strategies that could support with regulation.
- To support class teachers with maintaining high expectations and appropriate support increasing the achievement and accessibility of all learners including those with SEND.
- To provide high-quality in-class support to multiple children, particularly to those with SEND and lower starting points, through removing accessibility barriers, developing learners' independence in their learning, providing some adaptations to resources and remodelling content where needed in order to support the class teacher to further develop learners' understanding or skills.
- To support in providing access arrangements for identified learners in assessments and formal examinations, with a firm understanding of the roles and limitations of the invigilator/reader/scribe/prompter and ensure adherence to the exam rules for fair assessment.

Other areas of responsibility:

- Be aware of and comply with policies and procedures relating to safeguarding and child protection, health & safety, security, confidentiality and data protection reporting all concerns to the appropriate person.
- Ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the Academy.
- Develop constructive relationships and communicate with other agencies/professionals.
- Appreciate and support the role of other professionals.
- Showcase good literacy, numeracy and ICT skills.
- Attend and participate in relevant meetings/training/learning activities as required.
- Support, uphold and contribute to the development of the Academy's equal rights policies and practices in respect of both employment issues and the delivery of services to the community.
- To uphold all roles and responsibilities of the HLTA as outlined in the HLTA professional standards.

Person specification

Criteria	Qualities
Qualifications and experience	<ul style="list-style-type: none"> • Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held) • GCSEs at grades 9 to 4 (A* to C) including English and maths • Experience of working with children • Experience of planning and leading teaching and learning activities (under supervision)
Skills and knowledge	<ul style="list-style-type: none"> • Good literacy and numeracy skills • Good organisational skills • Ability to build effective working relationships with pupils and adults • Skills and expertise in understanding the needs of all pupils • Knowledge of how to help adapt and deliver support to meet individual needs • Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils • Excellent verbal communication skills • Active listening skills • The ability to remain calm in stressful situations • Knowledge of guidance and requirements around safeguarding children • Good ICT skills, particularly using ICT to support learning • Understanding of roles and responsibilities within the classroom and whole school context • Understanding of effective teaching methods • Knowledge of how to successfully lead learning activities for a group or class of children • Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support • Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice

Personal qualities

- Enjoyment of working with children
- Sensitivity and understanding, to help build good relationships with pupils
- A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding pupil's wellbeing and equality

Information for Applicants

Safeguarding

Bradford Academy is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share in this commitment. All successful candidates will be expected to undergo an enhanced DBS check and any offer of employment will be subject to its return plus receiving satisfactory references, children's barred list check and section 128 check (where relevant). Please see our DBS Policy in the Academy Info/Policies area for our policy pertaining to the recruitment of ex-offenders.

It is an offence to apply for a role if you are barred from engaging in regulated activity relevant to children.

In accordance with Keeping Children Safe in Education the Academy will carry out an online search as part of due diligence on shortlisted applicants. This will be undertaken in accordance with Data Protection Act and the Equality Act.

Health and Safety

Your most important responsibilities as an employee are:

- to take reasonable care of your own health and safety
- to take reasonable care not to put other people - fellow employees and members of the public - at risk by what you do or don't do in the course of your work
- to co-operate with your employer, making sure you get proper training and you understand and follow the company's health and safety policies
- not to interfere with or misuse anything that's been provided for your health, safety or welfare
- to report any injuries, strains or illnesses you suffer as a result of doing your job
- to tell your employer if something happens that might affect your ability to work

Mental Health and Wellbeing

As part of supporting the Bradford Academy Community, promote the mental health and wellbeing of others whilst performing your role.

Job Description

This tells you the main responsibilities of the post and explains what we are looking for. It tells you about the personal and professional qualities you need for this post. These criteria will be used to make the appointment.

Person Specification

This specification sets out which criteria will be used to shortlist candidates for interview.

Visiting

We welcome informal visits from all Applicants before they apply. If you wish to do so, please contact recruitment@BradfordAcademy.co.uk to arrange an appointment.

Applying

If you decide to apply for this post please complete the enclosed application form. Your formal letter

of application (supporting statement) should be no longer than 2 sides of A4 and should address the selection criteria and competences detailed in the person specification. The Academy must receive a **signed** copy of the form.

Please email to;

recruitment@BradfordAcademy.co.uk

Or

Post to HR, Bradford Academy, Teasdale Street, Bradford, BD4 7QJ.

Interviews

Shortlisted candidates will be contacted within two weeks of the closing date.