



**GREAT
HEIGHTS**
ACADEMY TRUST



RAYNVILLE
ACADEMY

Achieving excellence together

*Welcome to Raynville Academy where we are currently looking to appoint
new Higher Level Teaching Assistant.*

*Great Heights Academy Trust strive to always provide an inspirational, positive and
welcoming environment where there is a sense of pride and fun and where everyone works
together with confidence, enthusiasm and mutual respect. We aim to nurture academic,
personal, spiritual and social development in a caring and professional manner so that all can
achieve their full potential, and all can reach GREAT heights.*



A broad & strong 2-18
offer for West Yorkshire



Higher Level Teaching Assistant

CANDIDATE INFORMATION PACK



Welcome

Dear Colleague,

I am delighted that you are considering the position here at Raynville Academy.

We are an inclusive school where all children are welcomed, regardless of their current ability or background. We believe all children should be able to learn together in a stimulating environment and be inspired to be their best. We celebrate the richness of our children's identities, be it their talents and interests, their gender, cultural or ethnic heritage, language or additional needs.

Raynville Academy is in the heart of the Bramley community and benefits extensively from being a part of The Great Heights Trust, whose vision has school improvement at its heart which will benefit all children in the Trust schools.

Our school values are at the core of everything we do. They underpin our teaching and learning and provides an environment that prepares our pupils with the necessary tools to be happy and confident citizens. At Raynville Academy we are ready, respectful and responsible.

If you would like to find out more about the remarkable things that are taking place at the academy, then please do contact us. We would love for you to visit us to see the impact of our exceptional work first hand. I look forward to receiving your application, best of luck to all.

Yours sincerely,
Miss G Balsdon
Principal

Overview of the Position for Raynville Academy

Raynville Academy are seeking highly driven and talented individuals to join our thriving Multi-Academy Trust which is fully committed to making a difference to the life chances of our pupils. We are keen to hear from candidates who have a successful background in working with young people and who are capable of playing a major role in our evolving plan to deliver exceptional 2-18 provision for the pupils in our growing MAT.

We want to hear from individuals who have the qualities and drive to make the most of this unique moment in time. The successful applicants should have a strong track record of impact and share the Trust's vision. You will need to be an articulate and strong communicator with proven strengths in engaging, inspiring and motivating students and young people at all levels.

About the Trust

The Trust currently comprises of seven primary schools; three in Calderdale (The Greetland Academy, West Vale Academy and Bowling Green Academy), one in Leeds (Raynville Academy) and three in Kirklees (Carlinghow Academy, Marsden Junior School and Nields Academy). We currently have two secondary school (The Mirfield Free Grammar and Colne Valley High School). We also have a Trust Head Office based at Riverside Mills in Elland.

To find out more about our Trust, please view our [Stakeholder Overview](#)

Great Heights Academy Trust is committed to safeguarding and promoting the welfare of children and we expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974: pre-employment checks will be carried out; references will be sought, and successful candidates will be subject to an enhanced DBS check, an online search, and other relevant checks with statutory bodies.



► Our Trust Vision

Our Trust vision has school improvement at its heart that will benefit all children in Trust schools.

► We aim to

- ✓ Develop an effective partnership of schools that share a commitment to raising standards.
- ✓ Strengthen the partnership by valuing the uniqueness of each school and expecting all schools to contribute.
- ✓ Foster relationships based on mutual respect with a balance of autonomy and accountability.
- ✓ Share expertise – both best practice and best practitioners.
- ✓ Develop all teachers and leaders through effective professional development.
- ✓ This Trust vision drives both our School Improvement Strategy and our Strategy for Growth.

► Our Vision and Values Statement

The Great Heights Academy Trust strives to always provide an inspirational, positive and welcoming environment where there is a sense of pride and fun and where everyone works together with confidence, enthusiasm and mutual respect. We aim to nurture academic, personal, spiritual and social development in a caring and professional manner so that all achieve their full potential and all can reach GREAT heights.

Current Trust Academies and Designations

Our mantra across our partnerships embraces the following themes:

G

Great teaching and learning opportunities for all in the partnership

R

Real life opportunities to develop an understanding of the wider world

E

Enthuse a love of learning and mutual respect

A

Academic development to nurture potential for all

T

Thorough accountability

GHAT has access to a wide support network through our designations. These offer support to all of our schools.



GREAT HEIGHTS
ACADEMY TRUST

Achieving excellence together



BOWLING GREEN
ACADEMY



CARLINGHOW
ACADEMY



COLNE VALLEY
HIGH SCHOOL



MARSDEN
JUNIOR SCHOOL



NIELDS
ACADEMY



RAYNVILLE
ACADEMY



THE GREETLAND
ACADEMY



THE MIRFIELD
FREE GRAMMAR



WEST VALE
ACADEMY

English Hubs

Teamworks English Hub
@ The Greetland Academy



Great Heights
Research School
West Yorkshire

Supported by the Education Endowment Foundation



AA Teamworks
WEST YORKSHIRE SCITT



JOB DESCRIPTION

Position:	Higher Level Teaching Assistant
Pay Range:	Grade 9 SCP 23
Hours of work:	30 hours per week, term time only
Responsible to:	Principal

Prime Objectives of the Post

Supporting & Delivering Learning: Working under guidance, delivering learning, getting involved in whole planning cycle, implementing work programmes, evaluating & record keeping, supervision cover.

Behaviour/Guidance Support: Working under guidance, delivering learning, providing pastoral support.

Curriculum Resource Support: Working under guidance, providing specific support with creative curriculum, preparation/maintenance of resources/equipment, implementing specific work programmes including assessment and demonstrations/operation of specialist equipment

Administration & Organisation: Working under guidance, involvement in the management/analysis of resources/data/information, providing advice, information, training, and supervision of other staff.

Statutory Requirements

It is aligned to the [School Teacher's Pay and Conditions](#), set out in the statutory guidance.

Membership of the Trust

- To be a positive ambassador for the developing MAT, ensuring both internal and external colleagues are aware of the vision, culture and ethos within the trust.
- To ensure all trust systems, processes and procedures are adhered to as requested.

Main duties and Responsibilities

Supporting and Delivering Learning:

Generally, to work under the guidance of teaching/senior staff and within an agreed system of supervision to implement agreed work programmes with individuals/groups in or out of the classroom. Supervising classes during the short-term absence of teachers. The primary focus to maintain good order and to keep pupils on tasks. Ability to respond to questions and generally assist pupils to undertake set activities.

Use specialist (curricular/learning) skills/training/experience to support pupils and assist with the development of the creative curriculum.

Establish productive working relationships with pupils, acting as a role model and setting high expectations, promote the inclusion and acceptance of all pupils within the classroom.

Work with the teacher to establish an appropriate learning environment, and in lesson planning, evaluating and adjusting lessons/work plans as appropriate.

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 & Inclusion Manager, contributing to reviews of systems/records as requested.

Undertake marking of pupils' work and accurately record achievement/progress.

Liaise sensitively and effectively with parents/carers as agreed with the teacher/Inclusion Manager within your role and participate in feedback sessions/meetings with parents.

Administer and assess routine tests and provide general clerical/administrative support.

Implement agreed learning activities/intervention 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.

Behaviour/Guidance Support:

Provide pastoral support to pupils, receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.

Attend to pupils' personal needs and provide advice to assist in their social, health & hygiene development, and participate in comprehensive assessment of pupils to determine those in need of particular help.

Assist the teacher and Teaching Assistants with the development and implementation of the creative curriculum.

Feedback and report as required, to other staff on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence.

Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested

Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

To promote the Every Child Matters agenda.

Curriculum/Resource Support:

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

Assist in the development of lesson/work plans, administration of coursework, work sheets etc. and contribute to planning, development and organisation of systems/procedures/policies

Promote and ensure the health and safety and good behaviour of pupils at all times.

Monitor and manage stock within an agreed budget, cataloguing resources and maintain specialist equipment.

**Administration and Organisation:**

Manage manual and computerised record/information systems and analyse and evaluate data/information and produce reports/information/data as required.

Provide advice and guidance to staff, pupils and others, undertake research and obtain information to inform decisions.

General Duties and Responsibilities:

To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the 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 of the school.

To attend and participate in regular meetings and participate in training as required.

To recognise own strengths and areas of expertise and use these to advise and support others.

Supervisory Responsibility:

To be responsible for all pupils in your care.

Supervision received:

To be responsible to the Principal, Senior Management, Inclusion Manager and Class Teachers.

Contacts:

School staff, pupils, parents, external agencies.

Experience and Education: As identified in the Personnel Specification

General

- To uphold the Nolan Principles of public life.
- To support the Trust climate for learning and a culture of achievement and high expectation.
- To develop effective working relationships within our Trust schools, external partners, and other agencies to promote continuity of learning.
- To act as a positive role model to staff, maintaining high professional standards and high levels of care for pupils.
- The post holder is responsible, alongside the Strategic designation boards, core staff and key stakeholders, for implementing the vision for the Trust, which inspires and motivates the Trust partners and community.

This job description is not intended to be comprehensive and the job holder may be asked to perform other duties commensurate with the post as directed, to meet the needs of the Trust.

Safeguarding

As part of your wider duties and responsibilities you are required to promote and actively support the Trust's responsibilities and policies towards safeguarding and promoting the welfare of children, young people, and vulnerable adults. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse, and injury. It is about creating safe places, being vigilant and



doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

Notes

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the Principal. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the duties as set out in the foregoing.

Name:

Date:

Signed:

**Person Specification: Higher Level Teaching Assistant****Key to identification:** A = Application I = Interview R = Reference

Qualifications/Training	Essential	Desirable	A/I/R
HLTA Level 4 diploma	✓		A/I
Minimum of a grade C (level 4 equivalent) in GCSE English and Maths	✓		A/I
Other relevant qualifications (e.g. Foundation Degree in Education)		✓	A/I
National Vocational Qualifications in Supporting Teaching and Learning		✓	A/I
Recent safeguarding training	✓		A/I
Experience	Essential	Desirable	A/I/R
Relevant experience as a Teaching Assistant/Teacher	✓		A/I/R
Working in school for a minimum of 3 years	✓		A/I/R
Training or expertise in a relevant curriculum or other learning area	✓		A/I/R
Working with children who have specific needs	✓		A/I/R
Leading and managing other support staff		✓	A/I/R
Knowledge and understanding	Essential	Desirable	A/I/R
Good understanding of child development and how children learn	✓		A/I/R
Understanding of relevant policies/code of practice and awareness of relevant legislation	✓		A/I/R
Good understanding of the curriculum and other learning programmes.	✓		A/I/R
Good understanding of how to relate well to young people and adults.	✓		A/I/R
Multi agency working	✓		A/I/R
Good ICT and efficient organisation and administrative skills.	✓		A/I/R
A commitment to the responsibility of safeguarding and promoting the welfare of young people	✓		A/I/R
Committed to continual personal and professional development.	✓		A/I/R
Skills and abilities	Essential	Desirable	A/I/R
A commitment to maximising the academic, personal, social, and emotional development of all students.	✓		A/I/R
Work constructively as part of a team.	✓		A/I/R
Excellent communication and inter-personal skills	✓		A/I/R
Resilient and demonstrates ability to work well under pressure.	✓		A/I/R
Able to adopt a flexible working practice.	✓		A/I/R

► Reasons to work at Great Heights Academy Trust



A fantastic team

A highly skilled, loyal and supportive team of staff and senior leaders.



Professional development

Bespoke professional development to ensure that you as an employee, 'reach great heights'.



Career Opportunities

Career opportunities across the MAT.



Cycle to work scheme

Tax free cycle scheme.



Holiday package

The Trust provides staff with a generous holiday entitlement.



Pension scheme

Contributory pension through West Yorkshire Pension Fund/Teachers' Pensions.

