



Higher Level Teaching Assistant St Oswalds Church of England Academy

St Oswald's Church of England Academy
Addison Road
Rugby
Warwickshire
CV22 7DJ

Candidate Information

HLTA 2 days per week UQT 1-6
Post is initially for 1 year until
31.08.2026

Together, pursuing life in all its fullness

Unqualified Teacher

About the Role

The Trust is looking to appoint an inspirational and highly effective Higher Level Teaching Assistant (3 days per week) on a permanent basis, who is committed to supporting St Oswalds C of E Academy to educational excellence and further developing the distinctive Christian character of educational provision and the school community.

In return we can offer:

- A support network of professional colleagues
- A strong culture of professional development
- The opportunity to be part of an aspirational organisation and contribute to its development and growth plans
- Salary will be commensurate with the Unqualified Teacher Payscale
- Eligibility to join the teachers pension scheme

Applications

Thank you for your interest in this post. Interested candidates are welcome to speak to us for more information about this fantastic opportunity. Please contact Craig Hugill, our Academy Business Partner, directly on craig.hugill@covmat.org for an informal discussion about the post.

Please note the closing date for applications is 4th August. Please apply through My New Term's online application process.

We welcome all applications regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race religion and belief, sex and sexual orientation.

Interviews will take place during week commencing 4th August (exact TBC).

Job Description

KEY PURPOSE

- To support pupils' learning in a range of classroom settings across the school (from EYFS to Year 6 and Nurture Provision) leading whole classes where the assigned teacher is not present.
- To support the work of a qualified teacher and, under an agreed system of supervision, have responsibility for agreed learning activities.
- This involves undertaking specified work (see * below), involving planning, preparing and delivering learning activities to individual pupils/groups or, short term, for whole classes and monitoring, assessing, recording and reporting on pupil development, progress and attainment.

* Under S133 of the Education Act 2002, specified work is defined as:

- a) Planning and preparing lessons and courses for pupils
- b) Delivering lessons to pupils. Includes delivery via distance learning or computer aided techniques.
- c) Assessing and recording the development, progress and attainment of pupils.
- d) Reporting on the development, progress and attainment of pupils.

'Pupils' includes work with individual pupils as well as groups and whole classes.

(^ Under the Education (Specified Work and Registration) Regulations 2003 and its accompanying guidance, each class or group for timetabled core and foundation subjects and RE must be assigned a qualified teacher to teach them).

ACCOUNTABILITIES

The appointee will be line managed by the Headteacher.

PRINCIPAL RESPONSIBILITIES

Support to pupils

- Lead pupils' learning in a range of classroom settings (from EYFS to Year 6 and the Nurture Provision), including working with whole classes (where the assigned teacher is not present), using detailed knowledge, experience, specialist skills and training.
- Establish productive working relationships with pupils, acting as a role model, demonstrating positive values, attitudes and behaviour and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom, encourage them to interact and work co-operatively with others and engage in all activities.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Monitor and provide for the care, safety and welfare of pupils.

Support to teachers

- Organise and manage learning activities (including learning environment and resources) in ways which keep pupils safe.

- Under agreed system of supervision, plan and prepare teaching and learning objectives, adjusting activities/work plans as appropriate.
- Monitor and evaluate pupil responses to learning activities using a range of assessment and monitoring strategies, against pre-determined learning objectives.
- Objectively assess, provide feedback and reports as necessary on pupil development, progress and achievement.
- Within the school's disciplinary policy, apply behaviour management strategies and techniques to manage behaviour constructively and contribute to a purposeful learning environment.
- Support the role of parents in pupils' learning and contribute to meetings with parents to constructively feedback on pupil progress/achievement.
- Administer and assess/mark tests and invigilate exams/tests.
- Where relevant, direct and guide the work of other adults supporting teaching and learning in the classroom.

Support to the curriculum

- Deliver learning activities to pupils with an agreed system of supervision, adjusting activities according to pupil responses/needs.
- Use ICT effectively to advance learning and develop pupils' confidence and independence in its use.
- Devise, organise and manage safely the learning activities, teaching space and resources, taking account of pupils' interests, language and cultural backgrounds.
- Use their area(s) of expertise to support the planning and preparation of learning activities in this area(s), e.g. a subject area, SEND.

Support to the school

- Assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection and comply with these. Report concerns to an appropriate person.
- May co-ordinate a school activity (e.g. extra-curricular activities/work experience/home-school liaison/SEND work).
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Establish constructive relationships and communicate with other agencies/professionals to support achievement and progress of pupils, in liaison with the teacher.
- Contribute to the overall ethos/work/aims of the school and attend daily worship.
- To plan and deliver lessons for whole classes.
- To cover classes at short notice as directed by the Headteacher/Deputy Headteacher.
- To attend staff meetings as requested and relevant CPD.
- To provide personal/hygiene support to pupils as required by personal plans.
- To keep informed of school policy and updated information.
- To participate in the performance review system

The list of duties is not exhaustive but outlines main features of the post at appointment and may vary as the job evolves without affecting the nature of the duties or the responsibility level.

KEY ORGANISATIONAL ACTIVITIES

The post holder will contribute to the school's objectives in service delivery by:

- Enactment of Health and Safety requirements and initiatives as directed.
- Ensuring compliance with Data Protection legislation.
- At all times operating within the school's Equal Opportunities framework.
- Commitment and contribution to improving standards for pupils as appropriate.
- Contributing to the maintenance of a caring and stimulating environment for pupils.

SUPPORTING THE WORK OF THE MULTI ACADEMY TRUST

As part of the Diocese of Coventry Multi Academy Trust, the Deputy CEO - Education will be expected to develop and maintain strong, positive relationships with colleagues in the Multi Academy Trust, within the family of Multi Academy Trust academies and the Diocesan family of schools.

STRENGTHENING THE COMMUNITY

Academies exist in a distinctive social context, which has a direct impact on what happens inside the school. Academy leadership should commit to engaging with the internal and external school community to secure equity and entitlement. All staff should collaborate with other schools in order to share expertise and bring positive benefits to their own and other academies. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

This will include:

- Building a school culture and curriculum which takes account of the Church Foundation and the richness and diversity of the school's communities.
- Creating and promoting positive strategies for challenging harassment of any kind.
- Ensuring learning experiences for pupils are linked into and integrated with the wider community, the local church and diocesan communities.
- Ensuring a range of community-based learning experiences, including building links with local churches and Coventry Diocese.
- Collaborating with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- Creating and maintaining an effective partnership with parents and carers, (including those who may be described as 'hard to reach', those with learning disabilities and those for whom English is an additional language), to support and improve pupils' achievement and personal development.
- Building bridges with the school's diverse communities, seeking opportunities to invite the whole range of parents and carers, community figures (including clergy and church representatives), businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.

- Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operating and working with relevant agencies to protect children.

SAFEGUARDING CHILDREN AND SAFER RECRUITMENT

Our Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undertake an enhanced criminal record check via the DBS. Further information about the Disclosure and Barring Service is available from the DBS website at: [Disclosure and Barring Service - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/organisations/disclosure-and-barring-service)

The Trust will ensure that:

- The policies and procedures relating to safeguarding and safer recruitment are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

DATA PROTECTION

The post holder must meet the requirements of the General Data Protection Regulation Act 2018 at all times, especially concerning confidentiality, treatment of personal information and records management.

ADDITIONAL DETAILS

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with all Trust policies and procedures and any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the Chief Executive reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

Person Specification

Personal Qualities, Qualifications and Experience		Measured By				
		Essential	Desirable	Application	Interview Process	References
Qualifications and Experience						
1	A good general education, including GCSE English and Maths or equivalent.	X		X		
2	Hold HLTA status, by meeting the national professional standards for the higher-level teaching assistants (HLTA status has equivalence to NVQ level 4) or a commitment to achieve within 2 years of commencing post.	X		X		
Professional Experience and Knowledge						
1	Have considerable experience of working to support children/pupils' learning.	X		X		X
2	Have detailed understanding of schools' policies and how they relate to local and national framework/policies for learning.	X		X		
3	Good communication and listening skills and able to present information, verbally and in writing	X		X		X
4	Able to take responsibility for an area of learning/development.	X		X		
5	Relates well to children, parents, staff and other professionals.	X		X		
6	Communicates professionally and sensitively, taking into account wellbeing of all, showing empathy when working with other staff and pupils.	X		X		X
7	Able to exercise initiative and independent action.	X		X		
8	Able to adapt teaching styles to the needs of groups of individual pupils.	X		X		
9	Able to organise and effectively deploy TA to support the needs of pupils in the class	X		X		
10	Have understanding of and experience of ICT as a learning tool.	X		X		
11	Able to organise and lead activities for parents and/or children.	X		X		
12	Able to supervise and train NVQ or work experience students.		X	X	X	
13	Be proactive in offering ideas and contribute to whole school review.		X	X		

