



Higher Level Teaching Assistant

**YOUR
FUTURE.**

OUR CEO

Manor MAT is a vibrant community of primary schools across the Black Country and South Staffordshire, united by a shared passion for making a difference. Our motto, **creating futures together**, isn't just a tagline - it's a daily commitment. Whether in the classroom, the staffroom, or our central team, we work collaboratively to shape futures filled with possibility, purpose, and hope. We believe that **great staff create great schools**. That's why we invest deeply in your growth - not just as a professional, but as a person. Whether you're a support staff member exploring a pathway into teaching, a middle leader seeking coaching and development, or an experienced educator ready to take the next step in leadership, Manor MAT offers tailored opportunities to help you flourish. Our culture of collaboration means you'll never walk alone; you'll be part of a network that lifts, learns and leads together.

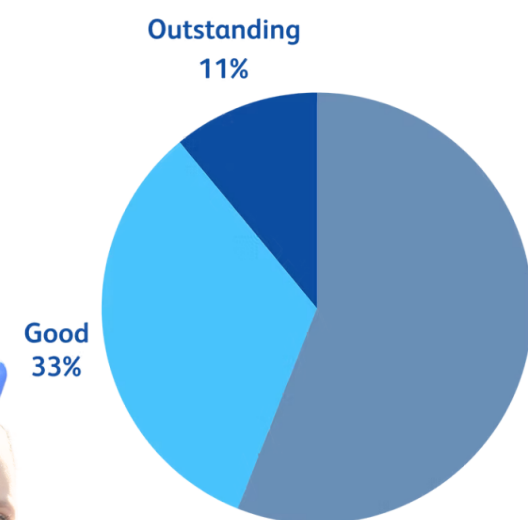
Welcome to Manor MAT. Let's create futures together.

Hayley Guest

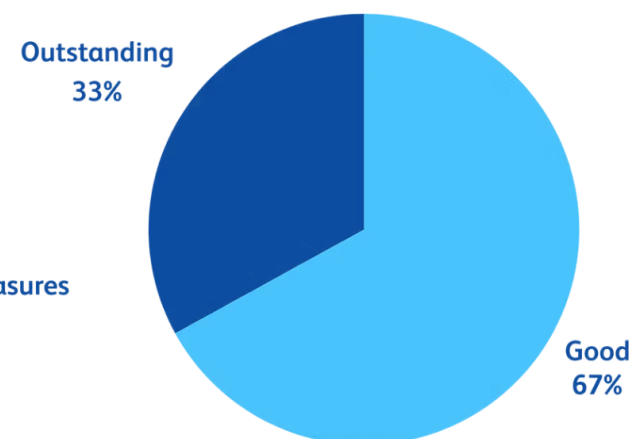
OUR TRUST

We began in 2016...

...with the aspiration that every child in our care attends a great school. We have ensured that some of the lowest performing schools in the country, many with significantly above national proportions of pupils eligible for free school meals, have been sustainably transformed in a short space of time.

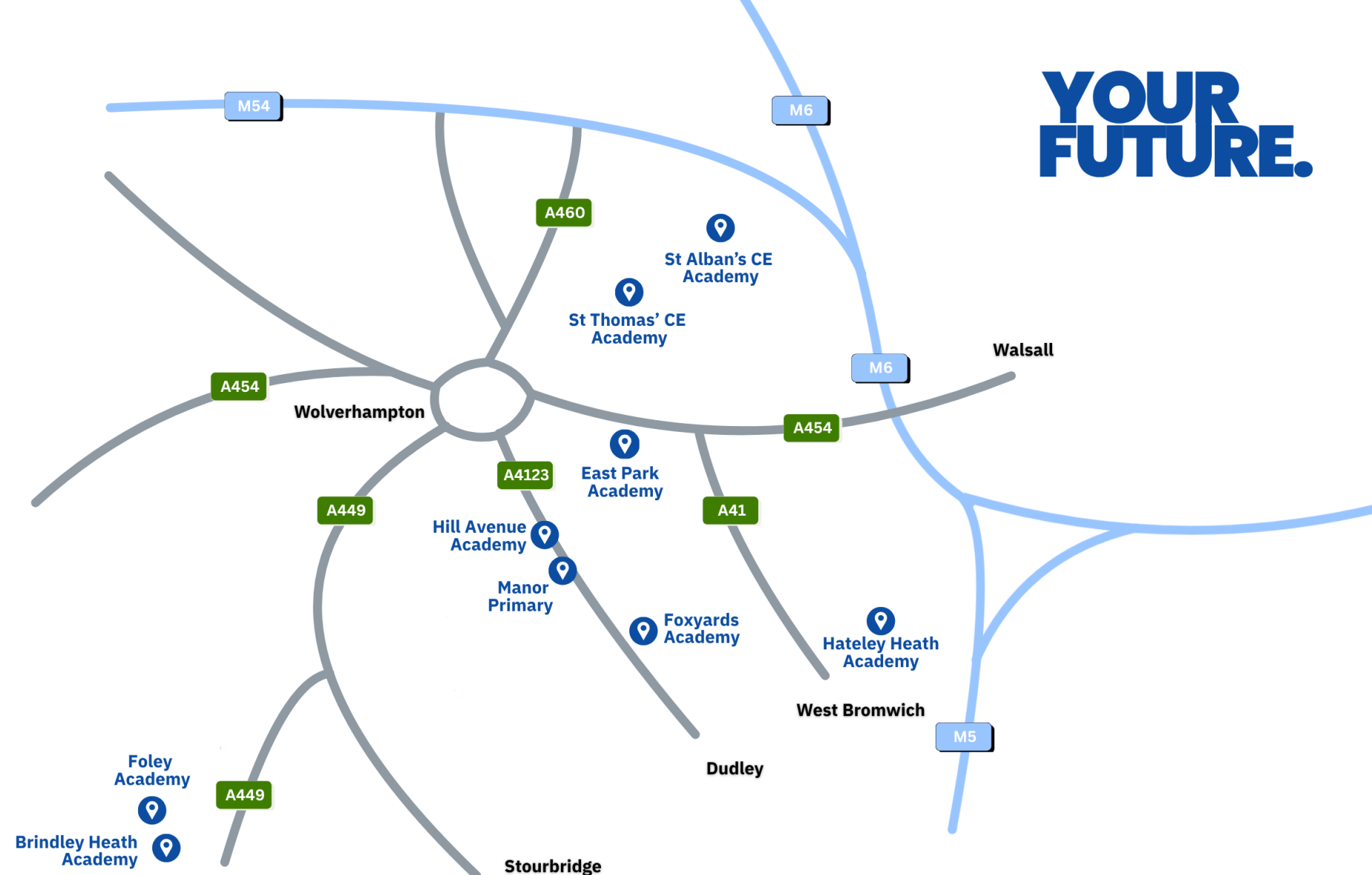


Schools before joining Manor MAT



Manor MAT Schools at their first inspection

We have improved the life chances of thousands of young people, many living in some of the most disadvantaged parts of the country.



3400

Children

We serve over 3400 children and their communities with world-class education and care. They are at the heart of our trust.

100%

Teaching School Hub

All of our students who completed their PGCE with us over the past 3 years successfully gained employment at the end of their programme.

100%

Manor is the place to be

All of our recently recruited staff would recommend Manor as an employer due to the excellent support they receive.

OUR OFFER



When you join our trust, you're joining a family. And a family cares for one another. That's why we offer our services and extras so you know you are a valued part of our family.



3 of many
offers from us
to you



Our Specialised Central Team

We are committed to providing resource and experience that enhances the learning experience for children, motivates staff and provides unique opportunities for schools and communities. From finance to IT, to Estate management, to HR, we've got it covered.



MAT Conference and CPD

We invest heavily in your CPD. We have an annual conference at a shared venue with our whole trust family where we share practice, prioritise wellbeing and cast vision for the future. We also have regular CPD opportunities throughout the year.



Annual Awards Celebration

The MAT Awards celebrate the outstanding achievements and shared successes of our Manor MAT family in a highlight of the year for all of our staff. A chance to reflect on the previous year and celebrate the hard work and dedication of so many.

YOUR BENEFITS



LIFESTYLE SAVINGS

Lifestyle savings are built to support every aspect of your daily life. From supermarkets and high street shopping, to utility bills and retailers in your local community. Discover a world of savings.



MENTAL WELLBEING

Access confidential support when you need it most. Whatever physical, mental or financial issue you're facing, you can find a wide range of resources waiting to help - 24/7, 365 days a year.

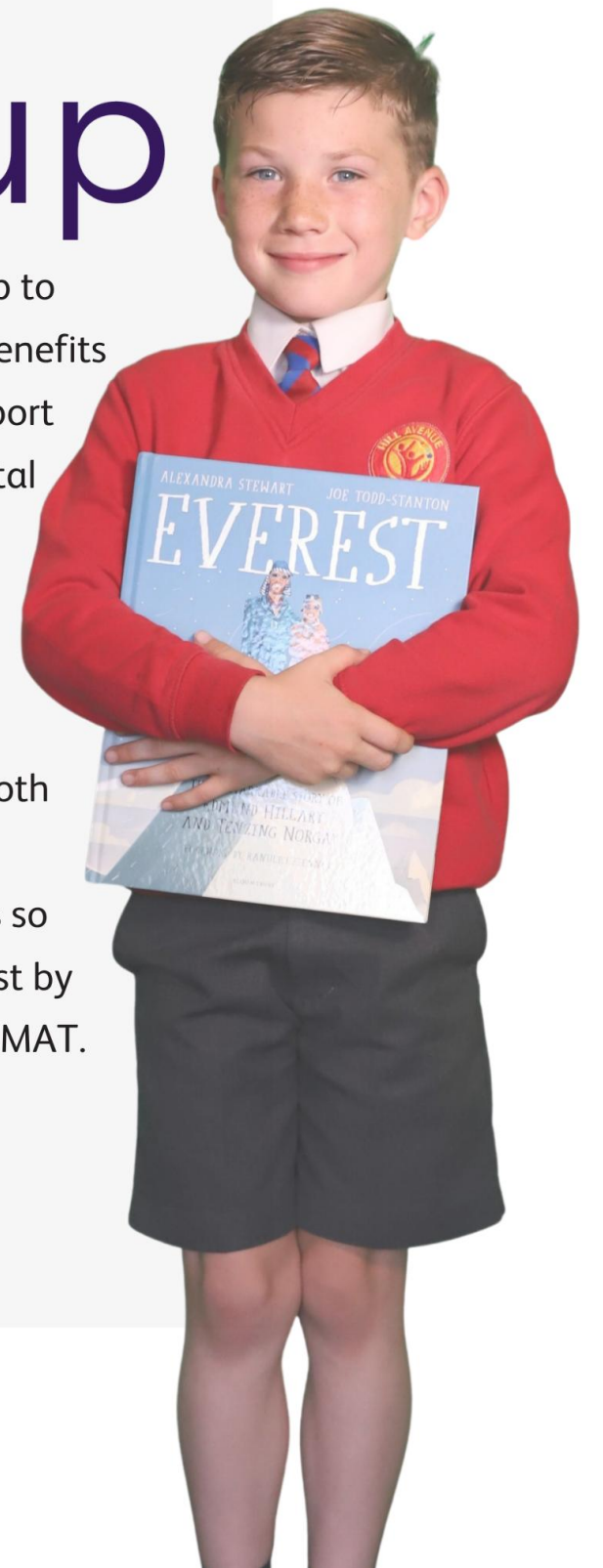


PAYROLL PAY

Payroll Pay allows you to spread the cost of the items you want and need directly from your salary, helping you to avoid expensive borrowing whilst still spreading the cost.



We work with Vivup to make these staff benefits possible, all to support your physical, mental and financial wellbeing. Vivup offers so much in order to make sure you're supported both professionally and personally, and it is so simple to access just by working for Manor MAT.



St Thomas' CE Academy



St. Thomas' C of E Academy, located in the heart of Wednesfield is a thriving, one-form entry primary school with a rich cultural mix and deep connections to the local community and St. Thomas' Church. Established on its current site in the 1960s and becoming part of Manor Multi-Academy Trust in 2018, the school provides a warm, nurturing environment for 210 pupils currently from Nursery through to Year 6. With strong community links and a welcoming atmosphere, St. Thomas' is dedicated to fostering growth, achievement, and respect for all.



Mrs F Beardsley
Headteacher



At our latest inspection, we retained our 'Good' judgment from Ofsted. They saw that pupils are proud to attend our great school.



We have capacity to serve 240 children and their families. They are at the heart of our school.



Our small and dedicated staff team work in unity. Our culture is designed to build each other up and encourage on your journey.



**Our future is built
on what you bring.
At Manor MAT,
your skills,
character and ideas
help shape
what comes next.**

OUR COMMITMENT TO SAFEGUARDING

Safeguarding is the foundation of everything we do. We are fully committed to the principles set out in Keeping Children Safe in Education and all colleagues, regardless of role, are required to uphold these standards without exception. Every appointment we make, from classroom to central team, is considered through the lens of child protection.

Our recruitment process is designed to be thorough, transparent, and uncompromising. We follow Safer Recruitment best practice in full, including the requirement for at least one member of every interview panel to hold a current Safer Recruitment certificate. All shortlisted candidates are subject to scrutiny of their application and any attempt to conceal, misrepresent, or omit relevant information will result in immediate withdrawal of an offer or, where applicable, termination of employment and referral to the relevant authorities.

Every successful candidate undergoes a robust pre-employment vetting process before employment in one of our schools. This includes an Enhanced DBS check with a Children's Barred List check and, where relevant, a check against the Teacher Regulation Agency's prohibition list. Overseas applicants, or those who have lived or worked abroad, will be required to provide additional checks equivalent to a UK DBS, in line with KCSIE requirements.

Safeguarding does not end at the point of hire, it is embedded into the culture and daily practice of every school in our Trust.



Higher Level Teaching Assistant

Duties & Responsibilities

We expect our Higher Level Teaching Assistant at Manor MAT to uphold our core values of Integrity; Ambition, Collaboration and Inclusion; act with honesty; keep their knowledge and skills as a Higher Level Teaching Assistant up-to-date and are self-critical; forge positive professional relationships; and work with everyone concerned in the best interests of the pupils.

Core Purpose

The core purpose of a Higher Level Teaching Assistant at a Manor MAT School is to complement the professional work of teachers by taking responsibility for agreed learning opportunities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development. The role will include learning as well as supporting learning.

The Higher Level Teaching Assistant will also work alongside the teacher in the classroom, in support of pupil's learning, including those with Special Educational needs under the direction and guidance of the class teacher. It is to make a contribution to the planning of the learning, to help pupils to access the tasks expected of them, to support as appropriate and to help monitor their progress. It is important that teacher and teaching assistant work closely together in order to make the best use of the time available in the classroom. These principles apply whether or not the pupils have Special Educational Needs.

Core Objectives

- To support and uphold the school's vision and values.
- To help children of all abilities, including those with special educational needs to learn as effectively and independently as possible, both individually and in small groups.
- To run a range of interventions to support individuals and small groups.
- To prepare materials and resources to support individuals, small groups and classroom learning opportunities.
- To support children's emotional development and resilience when approaching learning tasks.
- To support children's behaviour in line with the school's vision, values and positive behaviour policy.
- To have an awareness of and adherence to all school safeguarding procedures and participate in training as appropriate.
- To ensure the health and safety of the children and to report any concerns or details of accidents/incidents as necessary to the Headteacher.
- To implement and promote the schools equal opportunities policies at all times and to value diversity.
- To support the school's wide range of extra - curricular activities; including helping to run a club.

Support for the Teacher

- Organise and supervise 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 predetermined assessment and monitoring strategies against given 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.

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- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Production of lesson plans, worksheet, plans etc. for agreed activities etc.

Support for the Curriculum

- Deliver pre-determined learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
- Deliver local and national learning strategies e.g. literacy, numeracy, KS1 and 2, Early Years and make effective use of opportunities provided by other learning activities 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 implement learning activities, taking account of pupils' interests and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

Support for the Pupils

- 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 IEPs.
- 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 School.
- Comply with and assist with the implementation of policies and procedures relating to 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 school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- To develop appropriate multi-agency approaches to supporting pupils within agreed strategies.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Take the lead on an area of learning to support children across the school.
- Deliver out of school learning activities within guidelines established by the school.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
- Undertake planned supervision of pupils' out of school hours learning activities.
- Line Management Responsibilities where appropriate.
- Supervise other teaching assistants.
- Liaise between managers/teaching staff and teaching assistants.
- Hold regular team meetings with supervised staff.

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- Represent teaching assistants at teaching staff/management/other appropriate meetings.
- Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants

Key Skill Requirements

- Experience of leading learning across a school.
- Experience of working with children of relevant age in a learning environment.
- Qualifications.
- Meet Higher Level Teaching Assistant standards or equivalent qualification or experience.
- Excellent numeracy/literacy skills - equivalent to NVQ Level 2 in English and Maths.
- Training in relevant learning strategies e.g. literacy.
- Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT.
- Knowledge & Skills of how children learn effectively.
- Can use ICT effectively to support learning.
- Full working knowledge of relevant policies/codes of practice/legislation.
- Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies.
- Good understanding of child development and learning processes.
- Understanding of statutory frameworks relating to teaching.
- Ability to organise, lead and motivate a team.
- Constantly improve own practice/knowledge through self-evaluation and learning from others.
- Ability to relate well to children and adults.
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.

Special Features

Post holders must comply with the MAT's Equal Opportunities and health and safety policies and the Data Protection 1998. Any other duties appropriate to the grade of the post, subject to any reasonable adjustments under the Disability Discrimination Act. Post holders will be required to demonstrate the behaviours and attributes that support the MAT's core values. The job description can never be fully descriptive and exhaustive of unforeseen circumstances. It is expected that staff will respond to emergencies as they arise, commensurate with their qualifications and undertake any other duties commensurate with the level of the post, as required to ensure the efficient and effective running of the service. Because of the nature of the job, it will be necessary for an Enhanced criminal record Disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind over's or cautions and, if so, for which offences. The post will not be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (exceptions) (Amendment) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purpose are 'spent' under the provision to disclose such convictions will result in dismissal or disciplinary action by the school. The fact that a pending charge, conviction, bind over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed for the Children and Learning Department, HR Division, or on www.disclosure.gov.uk.

Higher Level Teaching Assistant

General Conditions

This job description is subject to annual review. It may be amended only after full consultation with the Higher Level Teaching Assistant concerned. It will be signed if agreement is reached.

If following review and amendment, agreement is not reached the appropriate procedures should be used for settling disputes.

Signatures

_____ Higher Level Teaching Assistant

_____ Headteacher

Higher Level Teaching Assistant

Person Specification

CRITERIA	QUALITIES	ESSENTIAL	DESIRABLE
Qualifications	GCSE English and Maths at Grade C or above or equivalent	✓	
	HLTA status	✓	
Experience	Recent Experience of working with children in an educational setting	✓	
	Early Years experience		✓
	Experience of teaching whole classes of children	✓	
	Experience of supporting pupils individually or in groups	✓	
	Experience of supporting children with a range of special educational needs	✓	
	Experience of communicating with a wide range of people from different backgrounds		✓
	Good communication and expressive skills	✓	
	Experience of record keeping		✓
	Experience of supporting the planning of the MAT curriculum	✓	
	Experience of maintaining SEN record	✓	
Knowledge and Understanding	Knowledge and understanding of HLTA standards	✓	
	Understanding of the MAT curriculum	✓	
	Understanding of support children with special educational needs	✓	
	Basic knowledge of ICT to effectively support the pupils (or willingness to train)	✓	
	Relevant policies, codes of practice and legislation, including safeguarding	✓	
	Multi-agency working	✓	

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Person Specification

CRITERIA	QUALITIES	ESSENTIAL	DESIRABLE
Skills and Abilities	An ability to develop positive relationships with children	✓	
	The ability to develop an understanding of the educational, welfare and social needs of pupils	✓	
	Demonstrate the HLTA standards	✓	
	Plan effective learning opportunities for pupils at risk of underachieving	✓	
	Develop their knowledge through the evaluation of their own learning needs	✓	
	Work independently	✓	
	Remain calm under pressure and be able to adapt to change quickly	✓	
	Numeracy and literacy skills to effectively support the pupils	✓	
	The ability to form and maintain good working relationships with teachers, pupils and parents and be able to work in a team	✓	
	The ability to remain calm in challenging situations and to ask for help when needed	✓	
Relationships	An ability to provide a caring, cooperative atmosphere for the children and to create a challenging, disciplined and effective learning environment	✓	
	An understanding of the need for confidentiality	✓	
Commitment	A commitment to uphold the school's vision, values and staff code of conduct	✓	
	A commitment to equal opportunities and assisting the school in raising achievement for all its pupils	✓	
	A commitment to becoming familiar with and applying whole school policies, procedures and standards and be willing to implement them in a consistent manner	✓	
	A commitment to attend in service and external training courses and to develop and update knowledge and skills as required	✓	



manormultiacademytrust.com



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