

# Applicant Pack

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To be read in conjunction with our 'Join our staff' brochure



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Outstanding Achievement for All

## Job Advert



**Westfield School**  
Chorus Education Trust

Westfield School, an 11-16 comprehensive secondary with over 1,170 students, is on the cusp of achieving great things.

It joined Chorus Education Trust in 2018 and welcomed a new Headteacher, who has been working with staff to raise aspirations and provide the very best teaching for students. Within two years the school has become oversubscribed for places in Year 7.

Formerly a sports college, the school sits in generous grounds in the south-east of Sheffield not far from the M1 motorway. The modern building has the full range of educational resources, as well as a gym and indoor pool (available free to staff).

Westfield School is part of Chorus Education Trust, and as such all appointees may be required to work at any Trust site in the future.

You can view the school website at: [www.westfield-chorustrust.org](http://www.westfield-chorustrust.org)

**Higher Level Teaching Assistant (HLTA)**  
**Grade 5**  
**NJC SCP 15 – 20**  
**£23,541 - £25,991 pro rata**  
**37 Hours per Week (Term Time Only)**

### About this vacancy

Due to the promotion of the current postholder, Westfield School is looking to appoint a permanent HLTA to work within our learning support team. The role will start as soon as possible and will lead support for identified KS4 students with learning and special educational needs and our Social Skills provision.

You will need to be energetic, creative, inspiring, and enjoy working with young people eager to fulfil their potential.

We are looking for:

- An enthusiastic and innovative Higher Level Teaching Assistant.
- Someone with exciting ideas who can build on existing good practice.
- An individual with good literacy/numeracy skills with a friendly, outgoing and flexible approach.
- An individual with an inclusive approach to education

We are looking for someone with a genuine desire to improve the life chances and academic outcomes of young people. Candidates must have strong communication skills and be flexible, resilient, and nurturing towards students.

If you want to work in an inspiring, fully inclusive environment with students who want to succeed and alongside friendly, supportive staff, then we want to hear from you! You will join a passionate and dedicated team, a school with strong leadership, and a Trust who is committed to providing professional development and opportunities for all colleagues.

The full application pack is available from [www.chorustrust.org/vacancies](http://www.chorustrust.org/vacancies) and completed Chorus Trust application forms are to be sent to Trish Hughes (HR Administrator) at: [recruitment@westfield.chorustrust.org](mailto:recruitment@westfield.chorustrust.org)

Please note that CVs and Sheffield City Council/Derbyshire County Council application forms will not be accepted.

Deadline for applications: **11.59pm on 07 November 2021**

Applicants may visit the school in advance of application. This can be arranged by contacting Julie Wilson, PA to the Head of School on 0114 248 5221 or email: [jwilson@chorustrust.org](mailto:jwilson@chorustrust.org)

*The successful candidate will be required to complete a Disclosure & Barring check in line with the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and the Police Act Regulations.*

## Job Description: summary

|   |  |
|---|--|
| <b>Post title:</b>  | Higher Level Teaching Assistant (HLTA)   |
| <b>Profile:</b>   | LD3.5  |
| <b>Grade:</b>   | 5  |
| <b>Grade spinal point range:</b>                              | 15-20  |
| <b>Accountable SLT post:</b>                                  | SLT Lead for Inclusion   |
| <b>Line Manager of post holder (if different):</b>            | Learning Support Coordinator   |
| <b>Staff to be supervised or line managed by post holder:</b> | n/a  |
| <b>Post holder will work with:</b>                            | SLT Lead for Inclusion SENCO<br>Other teaching and support staff   |
| <b>Holiday and sickness relief by/for:</b>                    | By and for other pastoral and support staff  |
| <b>Purpose of job:</b>  | Working within an agreed framework of supervision to complement the professional work of teachers by taking responsibility for agreed learning activities, including planning, preparation and delivery. These activities can be for individuals/groups or whole classes on a short-term basis including monitoring and assessment, recording and reporting on student achievement, progress and development |
|   | This post may work across the Trust schools.   |
| <b>Version revised:</b>                                       | July 2021  |

## Job Description: duties

The post holder must at all times carry out his/her responsibilities within the spirit of the School and Trust policies and within the framework of legislation relating to Academies and Education, with particular regard to the statutory responsibilities of the Trust and the Governing Body of the School(s).

### Specific Duties and Responsibilities

To be responsible for providing student support for the students within and outside the classroom in order to raise attainment for vulnerable students to the standards required by the school/Trust and appropriate external bodies.

Duties will include, but not be limited to:

### Support For Students

- To jointly assess the needs of students and use detailed knowledge and specialist skills to support students' learning.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Develop and implement Personal Learning Plans.
- Promote the inclusion and acceptance of all students within the classroom.
- Support students consistently whilst recognising and responding to their individual needs.
- Encourage students to interact and work co-operatively with others and engage all students in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to students in relation to progress and achievement.

### Support for the Teacher

- Organise and manage 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 student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on student 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.
- Supporting the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on student progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests.
- Production of lesson plans, worksheet, plans etc.

### **Support for the Curriculum**

- Deliver learning activities to students adjusting activities according to student responses/needs.
- Deliver local and national learning strategies e.g. literacy, numeracy, and make effective use of opportunities provided by other learning activities to support the development of students' skills.
- Use ICT effectively to support learning activities and develop students' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

### **Support for the Trust / School (applies to all roles)**

- 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 an appropriate person
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Take an active part in all key school events such as open evenings etc.
- From time to time, to meet the needs of the school, you may be asked but not automatically expected to work hours additional to your normal working hours. The school will give you as much notice as possible and you will be paid/recompensed for such work. Examples where this might be required are for example; relevant key school events such as Open Evenings, exam results days, trips, clubs, training etc.
- Assist with the clerical duties of the administration team as required from time to time and as appropriate to your role
- Contribute to the overall ethos/work/aims of the Trust/school
- Participate in relevant training, other learning activities and performance management as required
- Ensure display boards and leaflet displays, etc. are kept up to date and in good order as appropriate and required
- To undertake any other duties and responsibilities, commensurate with the level of the post, as may be determined after negotiation between management, the postholder and appropriate trade unions

Team responsibilities – All support staff are considered part of the overall support team and may be required to provide assistance to colleagues in other areas from time to time commensurate with the role, skillset and grade.

### **Changes to these duties**

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.

The job description and allocation of particular responsibilities will be kept under review and may be amended via consultation with individuals, the Governing Body or Board of Trustees and/or Senior leadership team as required. Trade Union representation will be welcomed in any such discussions.

# Person Specification

## Job title: Higher Level Teaching Assistant (HLTA)

| <b>REQUIREMENTS</b>   | <b>Essential</b> | <b>Desirable</b> | <b>Assessment method</b><br>A = application<br>I = interview<br>R = reference |
|---|------------------|------------------|---|
| <b>Knowledge, Experience and skills</b>   |                  |                  |   |
| Full working knowledge of relevant policies/codes of practice/legislation   | ✓                |                  | A/I   |
| Working knowledge and experience of implementing national foundation stage and KS3/4 curriculum and other relevant learning programmes/strategies | ✓                |                  | A/I   |
| Good understanding of child development and learning processes  | ✓                |                  | A/I   |
| Understanding of statutory frameworks relating to teaching  | ✓                |                  | A/I   |
| Works constructively as part of a team, understanding classroom roles and responsibilities and your own position within these                     | ✓                |                  | A/I/R   |
| Sound speaking and listening skills to extend language in discussion  | ✓                |                  | I/R   |
| Able to plan, implement and evaluate learning activities  | ✓                |                  | I/R   |
| Undertakes student assessment   | ✓                |                  | A/I   |
| Has an awareness of students with special educational needs   | ✓                |                  | A/I   |
| Experience of completing and maintaining students records   | ✓                |                  | A/I   |
| <b>Qualifications</b>   |                  |                  |   |
| Meet Higher Level Teaching Assistant standards or equivalent qualifications   |                  | ✓                | A   |
| Excellent numeracy/literacy skills and standard of education - to include English and Maths at GCSE (or equivalent) at Grade C or better          | ✓                |                  | A   |
| Specialist skills/training in curriculum or learning area e.g. bilingual, sign language, ICT  |                  | ✓                | A/I   |



| <b>Other skills</b>  |   |   |     |
|--|---|---|-----|
| Ability to organise, lead and motivate a team  |   | ✓ | A/I |
| Constantly improves own practice/knowledge through self-evaluation and learning from others  | ✓ |   | A/I |
| Uses ICT effectively to support learning   | ✓ |   | A/I |
| Ability to assist the school in forming a partnership with parents                           | ✓ |   | A/I |
| Practical and organisational skills to prepare and manage educational resources              | ✓ |   | A/I |
| Maintains personal presentation that sets high standards for the students                    | ✓ |   | I   |
| <b>Interpersonal Skills</b>  |   |   |     |
| Constantly improve own practice/knowledge through self-evaluation and learning from others   | ✓ |   | A/I |
| Ability to relate well to children and adults  | ✓ |   | A/I |
| Has a caring positive attitude towards student welfare                                       | ✓ |   | A/I |
| Maintains and develops trust and confidentiality where appropriate                           | ✓ |   | A/I |
| <b>Child Protection</b>  |   |   |     |
| A commitment to the responsibility of safeguarding and promoting the welfare of young people | ✓ |   | I   |