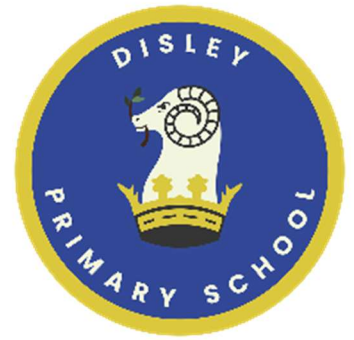




TRUE LEARNING
PARTNERSHIP



Higher Level Teaching Assistant (HLTA)

Role information

Closing date for applications: 28/09/23 at 9am

Interviews will take place on w/c 9/10/23



Dear applicant

Thank you for your interest in applying for the post of HLTA at Disley Primary School.

This is an exceptional opportunity to lead a high performing large primary school which is part of our Multi Academy Trust. The governors of this successful and happy primary school are seeking to appoint a motivated and enthusiastic HLTA.

You must demonstrate high expectations of children's learning and a clear understanding of assessment. You must have a commitment to inclusion and to ensure high quality learning experiences for all children, whatever their needs. You will demonstrate an understanding of raising pupils' achievement through a wide range of teaching strategies.

Disley Primary School is a very special place to be. We pride ourselves on being a happy, caring school where positive relationships are built and each child is valued as an individual. We provide a stimulating learning environment, which allows every individual to fulfil their potential. We constantly seek exciting ways of delivering both the Foundation Stage and National Curriculum requirements, whilst encouraging our children to develop socially, emotionally, academically and physically to achieve their full potential in every aspect of life. The Disley motto "Proud to Belong" underpins the culture of high expectations we have of our pupils.

Our children are at the heart of everything we do here at Disley. The partnership with parents and the link between home and school is a vital and integral part of the education of our children. We ask for parental involvement from the beginning by signing the "Home-School Agreement". We welcome the continued involvement of parents and cares and encourage them to participate in all that the school has to offer. Every effort will be made to ensure that your child settles into school as quickly as possible and feels happy and secure within the school environment. Our "open door" policy means that everyone is always welcome to come and talk if there are any worries that need sharing.

I would encourage you to browse the school website (www.disley.cheshire.sch.uk) to get a fuller understanding of life at Disley Primary School. I very much hope that you want to join our team and I look forward to receiving an application from you in due course.

Your application should be made via the Teacher/support staff application form on the school website and sent to **recruitment@truelearning.org.uk**. The supporting statement should set out what skills, experience, knowledge and personal qualities you believe you would bring to the post.

We very much look forward to receiving your application to join our team.

Jake Nicklin
Headteacher

Job Description

Job Title: HLTA (Higher Level Teaching Assistant)

Grade: 7 (Point 18 – 23) (£17,535 - £19,335 pa)

Hours: 27.5 hours pw

Weeks per year: 39 weeks

JOB PURPOSE: To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals, groups or whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development. Responsibility for the management and development of a specialist area within the school and/or the management of other teaching assistants including allocation and monitoring of work, appraisal and training.

MAIN DUTIES & RESPONSIBILITIES

1. Undertake responsibility for whole classes at the request of Senior Leadership or the School Business Manager. Within an agreed system of supervision, plan and/or deliver challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
2. Take responsibility for leading a defined subject area throughout the school to include setting the long-term plan in line with the school's curriculum, monitoring pupil progress, recording and reporting on pupils' achievement and progress.
3. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
4. Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
5. Work within an established behaviour policy to anticipate and manage behaviour constructively promoting self-control and independence.
6. Deliver local and national learning strategies recording achievement and progress and feeding back to the teacher.
7. Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
8. Assist with the development and implementation of Individual Education/Behaviour Plans.
9. Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
10. Establish productive working relationships with pupils, acting as a role model and setting high expectations.
11. Promote the inclusion and acceptance of all pupils within the classroom.
12. Support pupils consistently whilst recognising and responding to their individual needs.
13. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
14. Provide feedback to pupils in relation to progress and achievement.

15. Provide support for the teacher in assessing pupils' responses to learning activities and, where necessary, modifying the activities to achieve progression towards intended learning outcomes.
16. Liaise with teachers in designing and delivering appropriate learning opportunities to meet specific learning needs.
17. Adapt and modify planned activities for pupils who are making extremely slow progress.
18. Effectively communicate the work set by the class teacher to the pupils and ensure that pupils are aware of the teacher's expectations.

SUPPORT FOR TEACHERS

1. Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
2. Provide adequate feedback to the teacher on the progress pupils have made in groups under your supervision.
3. Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
4. Assist with the planning of learning activities.
5. Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
6. Undertake marking of pupils' work and accurately record achievement/progress.
7. Work closely with the class teacher in preparing resources e.g. setting up activity tables for lessons.
8. Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use.
9. Report to teachers on the behaviour of pupils during lessons and any issues arising.
10. Establish constructive relationships and communicate with other relevant professionals, in liaison with the teacher, to support pupils' learning and progress.
11. Respond knowledgeably to any questions from pupils about process and procedures.
12. Ensure the health, safety and welfare of pupils is maintained at all times.
13. Promote social and emotional development of pupils.
14. Support the use of ICT.

LINE MANAGEMENT RESPONSIBILITIES WHERE APPROPRIATE

1. Manage other teaching assistants.
2. Liaise between senior managers/teaching staff and teaching assistants.
3. Hold regular team meetings with managed staff.
4. Represent teaching assistants at teaching staff/management/other appropriate meetings.
5. Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants.

IN ADDITION:-

1. Contribute to the overall ethos, aims and work of the school.
2. Be aware of, uphold and contribute towards the development of the school's policies and procedures.
3. 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.
4. Participate in appropriate school-based meetings.
5. Undertake any administrative duties relevant and appropriate to this post.
6. Participate in training and other learning activities and performance development as required.
7. Accompany teaching staff and pupils on visits, trips and out of school activities (paid) as required.
8. Embrace any other duties that may reasonably be regarded as within the nature of the duties, responsibilities and grade of this post.

This Job Description outlines the responsibilities of the post and does not describe in detail all the duties required to carry them out. It will be reviewed as changing circumstances require.

Person Specification

Experience	<ul style="list-style-type: none"> • Experience working with children of relevant age in a learning environment
Qualifications	<ul style="list-style-type: none"> • HLTA qualification or willingness to work towards desirable • 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	<ul style="list-style-type: none"> • 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

CORE RESPONSIBILITIES FOR ALL TRUST EMPLOYEES

Health & Safety

All staff within The TRUE Learning Partnership are required to remain vigilant, observe all relevant Health and Safety policies and procedures, take reasonable care of their own and others' Health and Safety, report all accidents and incidents, and raise concerns through their line manager, the Director of Business & Operations, the site management team or another member of SLT as appropriate.

Equality & Diversity

Staff employed by The TRUE Learning Partnership are expected to promote equality of opportunity for all students and staff, both current and prospective, and to support an environment that values diversity and respect. The TRUE Learning Partnership believes that all individuals are of equal value and we are committed to equal opportunities for all.

Data Protection

All staff within The TRUE Learning Partnership have a responsibility to ensure that data they are responsible for is accurate and appropriate to the needs of the organisation, and that they are responsible for ensuring any personal data processed for any purpose or purposes in connection with their role in the Trust shall not be kept for longer than is necessary for that purpose or those purposes, in accordance with GDPR 2018.

Safeguarding & Child Protection

The TRUE Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and adhere to, and comply with, the Trust's Safeguarding and Child Protection policy and procedures at all times.

Notwithstanding the detail in this job description, in accordance with the Trust's Flexibility Policy the job holder will undertake such work as may be determined by the Trust Senior Team from time to time, up to or at a level consistent with the Main Responsibilities of the job.

Key information regarding the application process

Further details

For further details, please contact the HR team via recruitment@truelearning.org.uk

To apply

Applicants are requested to submit a completed application form which is available from the school website www.disley.cheshire.sch.uk

Key dates

Closing date for applications: 28/09/23 at 9am

Interviews will take place on w/c 9/10/23

The TRUE Learning Partnership is an inclusive Equal Employment Opportunity employer that considers applicants without regard to gender, gender identity, sexual orientation, race, ethnicity, disabled or veteran status, or any other characteristic protected by law. We welcome applications from all individuals regardless of individual background or circumstance.

The TRUE Learning Partnership is committed to safeguarding and promoting the welfare of all children and young people and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance including an online check. Employment will also be conditional on the receipt of at least two acceptable references (one of which must be from the current/latest employer) and evidence of the formal qualifications required for the role.



Trust vision and ethos

TRUE Learning Partnership's vision, as a community-based Trust, is that all its students will benefit from an outstandingly rich and broad education within its ethos and values.

Vision

A community focussed, values based, learning organisation that meets the needs of all its stakeholders so that all will achieve.

Values

Serve our communities with 'An unswerving commitment to ensure every young person achieves their potential, whatever their circumstances'.

Every child, every chance



Information regarding the constitution of the Trust Board

The constitution of the Trust Board is set out in the Articles of Association. Trustees are appointed / elected or co-opted for a period of four years. The Chair of Trustees is elected every four years. Trustees appoint the Chief Executive Officer to assure the strategic intentions of the Multi Academy Trust.

The Chief Executive is also a trustee director of the Multi Academy Trust. As per the scheme of delegation, the CEO and Trustees work in partnership with the local governing bodies to appoint Headteacher's to take responsibility for the day-to-day management of the individual schools.

The regular meeting of Trust management and local Headteachers will be facilitated through the Trust Executive Strategic Group to help facilitate the sharing information and expertise, to aid efficient working and to help provide creative solutions to the many challenges in the current educational landscape.



TRUE LEARNING
PARTNERSHIP

Why work for the Trust?

TRUE Learning is a community based, values focused, cross phased multi academy trust based across Cheshire and Derbyshire. All five academies in the Trust are closely located to one another which lends itself to many opportunities to work closely and collaboratively. Our vision is a community based, values focused, learning organisation that meets the needs of all its members so that all will achieve. By working within our community clusters, we will ensure that every child that is presented to us at the age of 3 is the best they possibly can be by the time they leave us at 18.

All our schools have excellent road links from the M56, M60, M67, A6, A34 and A57 and nearby railway stations of Poynton, Hadfield, Disley, and New Mills Central. For those travelling from further afield, both Stockport railway station on the West Coast mainline and Manchester Airport are both nearby.

We are exceptionally proud of our staff and the dedication they display every day to support our students to reach their potential. Whether a member of our Leadership Team, Teaching Staff or Support Team – all have a vital role to play in providing an environment where we can provide world class education where all can achieve.

We offer highly competitive salaries, pension scheme membership, free on-site parking and regular social events. All staff are able to access discounted gym memberships and other negotiated benefits across the Trust.

The Trust provides an Employee Assistance Programme through Health Assured which offers a wide range of services including legal and wellbeing support for employees and their families.

The Trust places at the heart of its development a commitment to high quality professional development for all staff who join the Trust. The CPD@TTLP programme enables all of our staff to access development opportunities across the Trust. Future goals and aspirations are supported through this programme to ensure that all staff are able to develop and achieve their own personal goals.

Staff wellbeing and providing a positive and healthy working environment is a key priority for us, as supporting all of our staff enables them to support all of our students. Our Director of Health and Wellbeing leads this key area working with senior staff across the multi academy trust. We are very pleased that our commitment to staff wellbeing has been recognised by the Valued Worker scheme which offers accreditation to workplaces where staff feel valued.

We are also committed to supporting mental health in the workplace by training a number of teaching and support staff across our Trust to be Mental Health First Aiders and through our work with the Time to Change programme which aims to end mental health discrimination in the workplace.



Information about our academy schools



Poynton High School

We are a very special school where the whole school team passionately believe in creating a school that truly meets the needs of all in our learning community. This is embodied in our mission statement which serves to guide us in the long-term planning for our school.

"We will inspire and empower all in our learning community to fulfil their individual potential and ambitions so that all are able to be active and successful citizens in our global society"

This can be summed up in three words, INSPIRE ACHIEVE CELEBRATE and is applied to every aspect of our work. We aim to inspire our young people in all of our work so that they may achieve their full potential and at the heart of this lies a truly celebratory culture; we aim to inspire our team, so that you can achieve, and we celebrate every achievement for everyone - staff and student. (Matthew Dean, Head Teacher)



Lostock Hall Primary School

We are a growing (205 students) Primary School, serving children from the age of 3 to 11. We are a safe, stimulating and friendly school which provides an inclusive, calm, caring and productive learning environment. Our aim is to challenge and support each other and every child to help them realise their potential and to make a positive difference to their lives. Children leave Lostock Hall Primary school very well prepared for their future learning at secondary school and beyond.

Through our guiding principles of Be Ready, Be Respectful and Be Safe we deliver a carefully designed curriculum which progressively meets the needs of our children through fun learning and leads to excellent outcomes. (Graham Hamilton, Head Teacher)



Disley Primary School

Our school is a very special place to be. We pride ourselves on being a happy, caring school where each child is valued as an individual. We aim to provide a stimulating learning environment which allows every individual to fulfil his/her potential.

We constantly seek exciting ways of delivering both the Foundation Stage and National Curriculum requirements, along with opportunities for social and moral development. Our children are at the heart of everything we do. (Jake Nicklin, Headteacher)



Glossopdale School

Our School is a warm and caring community for all of our 1244 students, from when they join us in Year 7 to when they leave us in Year 13. We are a school that has the highest expectations of students and ourselves, where every student is expected to work hard, behave well and contribute positively to the school community.

Our core purpose is to support students of all abilities and backgrounds to develop high aspirations and achieve their potential. We do this by nurturing and building ambition for our students, we open opportunities, broaden horizons and introduce challenges ensuring everyone can thrive, both academically and personally, to be the best that they can be.

We are in the very fortunate position to work within a new purpose-built school which opened in September 2018. This has benefitted staff and students in so many ways. Our students learn in a modern, open and inclusive environment which has been designed to reflect and compliment the local landscape. (Debbie McGloin, Executive Head Teacher)



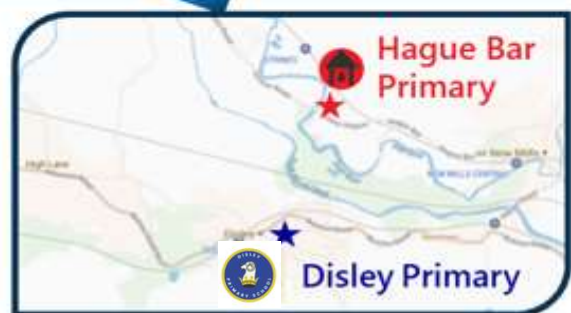
Hague Bar Primary School

Here at Hague Bar Primary School, we have worked hard to develop a school which provides an excellent education by helping each child to achieve her or his full potential. Our skilled staff foster a happy and caring atmosphere, where children can succeed through our personalised learning process, ensuring no child is left behind.

The origins of Hague Bar Primary School stretch all the way back to 1854, with a school which was in existence at the Strines Print Works. Hague Bar Primary School is just inside the Derbyshire border. It lies between the town of New Mills in Derbyshire and Strines in Cheshire. The school is situated on the edge of the countryside and enjoys stunning views of fields and distant hills.

We are proud of, and celebrate, the achievements of our children, both in and out of the classroom, and we are here to help your child make the most of their potential. (Karen McCurdy, Head of School)

TRUE LEARNING PARTNERSHIP: SCHOOL LOCATIONS



Our partnership of primary and secondary schools is located to the south-east of Manchester, close to the natural beauty of the Peak District National Park.

All our schools have excellent road links from the M56, M60, M67, A6, A34 and A57 and nearby railway stations of Poynton, Hadfield, Disley, and New Mills Central.

For those travelling from further afield, both Stockport railway station on the West Coast mainline and Manchester Airport are both nearby.

Trust Safeguarding Statement

TRUE Learning (TL) recognises the important role that our schools and their staff have in the wider safeguarding system for children. **ALL** staff have a responsibility to provide a safe environment in which children can learn. The Trust fully adopts statutory guidance "Keeping Children Safe in Education" (September 2022).

TRUE Learning is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our schools are a safe place for children, where our responsibilities for safeguarding children are taken seriously. As a Trust, we are responsible for ensuring that all our schools have thorough and robust child protection and safeguarding policies and procedures.

Should you have safeguarding concerns regarding any pupil at any of our schools, please speak to one of the Designated Safeguarding Leads at that school. Full details of key contacts for safeguarding in each of our schools is listed below.

The Trust's Designated Safeguarding Officer is Catherine Holyland, Safeguarding Lead and Deputy Head Teacher at Poynton High School. If you wish to contact her directly please email cholyland@truelearning.org.uk

The Trust Board safeguarding representative is Lucy Monk. If you wish to contact her, please email info@truelearning.org.uk stating that the email relates to a safeguarding issue.

Our schools' Local Governing Bodies are regularly updated about child protection, bullying and safeguarding policies and practices by the relevant school Head Teachers, and other members of the Senior Leadership Team. This information is reported to the Trust Board.

For further details on roles and responsibilities, and recording information regarding Safeguarding, please see the Safeguarding Policy and Procedures documents held by each school in our Trust.



TRUE LEARNING
P A R T N E R S H I P