

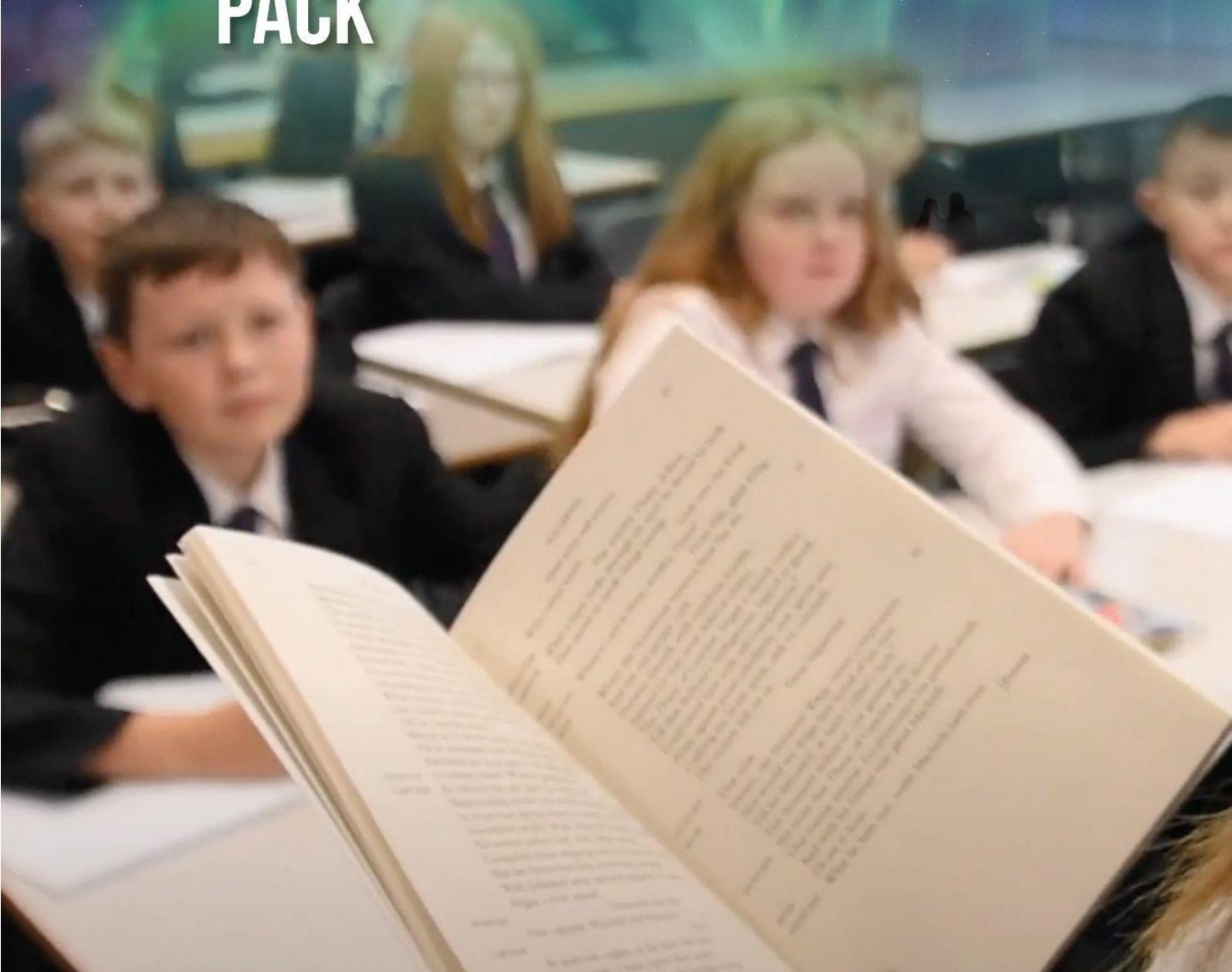


Northern
Lights

LEARNING TRUST

HIGHER LEVEL TEACHING ASSISTANT
VENERABLE BEDE CE ACADEMY

APPLICATION PACK



Northern Lights



We are a Multi-Academy Trust currently comprising eight schools - primary and secondary - and over 3,500 children and young people in an area stretching from Teesside through to Wearside.



We are a Teaching School Hub, one of 87 DfE centres of excellence for teacher training and development, focused on some of the best schools and multi-academy trusts in the country.



We are an Early Years Stronger Practice Hub, set up by the DfE to provide advice, share good practice and offer evidence-based professional development for early years practitioners.

OUR SCHOOLS



Benedict Biscop CE Academy
Sunderland



Grange Primary School
Hartlepool



Hart Primary School
Hartlepool



Holley Park Academy
Washington, Sunderland



Ian Ramsey CE Academy
Stockton-on-Tees



St. Helen's Primary School
Hartlepool



St. Peter's Elwick CE Primary School
Hartlepool



Venerable Bede CE Academy
Sunderland

Every Northern Lights school has its own values and its own vision and that's really important to us because all of our schools are there to serve our community but equally, our Trust is there to serve each other.

We do that with humility and with an openness because at Northern Lights it's not all about the academic - that is really important to us - but we know, as a Trust, we are successful if we have ensured that in an holistic way our children and young people have had every opportunity to experience, to flourish, to thrive, to understand the wonder and the joy of the world around them.

- Jo Heaton OBE, Chief Executive, Northern Lights Learning Trust



Welcome from the CEO

Thank you for your interest in the position of Higher Level Teaching Assistant within Northern Lights Learning Trust.

We are a growing Multi Academy Trust that is currently made up of 2 secondaries and 5 primaries across Wearside and Teesside, with our central offices based in Seaham. We educate over 3000 pupils and employ over 400 members of staff and serve a diverse range of schools and communities. Each of our schools have their own individual ethos, values and vision, which sit together as part of our Northern Lights vision of 'Shining Together and Stronger Together'. As a CofE MAT, our schools are a mixture of Church and non-Church schools that range in size and levels of disadvantage. We see this diversity as a real strength to learn from and work with each other.

As a Multi Academy Trust we are at the heart of the current educational landscape, as a designated DfE Centre of Excellence as a Teaching School Hub and DfE Early Years Hub, responsible for teacher development across all ages and phases of education, working with over 300 schools. We are collaborative in our approach and value professional development highly in all we do.

We seek to be an employer of choice, with 100% of staff satisfaction in our latest survey, '*I am proud to work for a forward-thinking Trust who put people development at the heart*'. We seek to support our staff to develop and thrive.

We are looking for someone whose values align with us as a Trust and has the drive and ambition to work collaboratively to provide the best opportunities and outcomes for our young people.

We look forward to receiving your application.

Yours sincerely

Jo Heaton
Chief Executive Officer



Welcome from the Head of School

Thank you for your interest in the post of Higher Level Teaching Assistant at Venerable Bede, where it is my privilege to serve as Head of School. We are a popular and oversubscribed secondary school serving our local community. We sit on the border of Ryhope, Silksworth and Doxford Wards in Sunderland, but we have pupils who attend our school from across the City and beyond. It is our goal to provide an inclusive education, within the context of our local community, in which the rights of everyone are respected, regardless of personal beliefs. We are proud to be a school at the heart of our community.

We are a medium sized secondary school, built to accommodate 900 pupils. Our fundamental aim is to equip our pupils with the qualifications and skills which they will need to take their place in a modern British society. We hope that we play our part in helping our pupils understand how to live “Life in all its fullness” (John 10:10). Our mission statement is “To create a stimulating, secure and caring environment within which all members of our community will realise their potential in the light of the Christian Gospel.” This is embodied in our school motto: “Soar to the Heights Together”.

We want all of our pupils to reach their full potential. For each of our pupils we hope that with the guidance and support of their families and teachers, each of them will be able to develop their individual talents and fulfil their lifelong goals. I firmly believe that all children should have equal chance of success. It should be our goal in schools to enable all pupils to thrive, instilling in them a thirst for knowledge, and enabling them to understand how they play their part in unlocking their potential.

Every child deserves the right to a broad and balanced curriculum. At Venerable Bede Academy, we offer a **DEEP** curriculum to every child that spans 7 years as we have a range of transitional opportunities with our primaries (Y6) and local colleges (Y12).

Thank you for your interest in our academy. Visits to the school are welcome, by prior agreement. Please contact the school on 0191 5239745 to express an interest.

Kind regards

Tracey Burgess
Head of School

HIGHER LEVEL TEACHING ASSISTANT FOR ENGLISH
Permanent
VENERABLE BEDE CE ACADEMY
NJC SCP 12- 17 £26,421 - £28,770 FTE
37 hours per week, term time only + 5 inset days

We are looking for a hardworking and organised Higher Level Teaching Assistant (HLTA), who will join a supportive English department that seeks to ensure all pupils make the progress of which they are capable.

The role entails a range of different aspects designed to best help our pupils. The successful candidate will work in lessons to assist learners in accessing all elements of the English curriculum, collaborating closely with a talented teaching team to support pupil understanding. Having a good knowledge of the English curriculum and how to adapt materials to support learning would be beneficial.

The HLTA will also work closely with our Literacy lead to organise, plan and deliver a range of reading interventions before, during or after the school day. The successful candidate must therefore have the presence and confidence to work independently with small groups of pupils. Good I.T. skills would also be advantageous, as the monitoring and tracking of the impact of these interventions is a vital aspect of the role.

If you want to help pupils of all abilities to learn as effectively and self-sufficiently as possible, we would welcome your application.

The successful candidate should have:

- Experience of working in a Secondary School setting
- Good understanding of the National Curriculum
- Excellent communication skills
- A positive attitude, flexibility and adaptability
- Ability to engage and deliver lessons under the guidance of a teacher/colleagues
- Proven impact on attainment and achievement through Quality First Teaching and Targeted Intervention
- High expectations

If this is you, we would really welcome your application.

In return you will receive:

- A supportive working environment that puts people at the heart of the organisation.
- Continuous professional development, including the opportunity to undertake related qualifications.
- National Terms and Conditions of Employment.
- Local Government Pension Scheme
- The opportunity to work as part of a growing Trust and shape this role.

Details of the school can be found on the school website:

<https://www.venerablebede.co.uk/>

CLOSING DATE:

Applications must be received by: Thursday 11th April 2024 at noon

Short Listing will take place on: Monday 15th April 2024

Interviews will take place on: Friday 19th April 2024

HOW TO APPLY:

Letters of application should be returned, along with a Northern Lights Learning Trust application form, to recruitment@nllt.co.uk or by post to Northern Lights Learning Trust, Spectrum Business Park, Lighthouse View, Building 2, Seaham, SR7 7PR.

Applications will only be considered on receipt of an application form, CV's and other forms of application will not be accepted. For further information, please contact the school on 0191 5239745.

JOB DESCRIPTION

Post: Higher Level Teaching Assistant for English

Responsible to: Head of Department

Responsible for: Providing teaching and learning support to individuals and/or groups of pupils in the learning environment.

Salary band: NJC 12-17

Start date: ASAP

Purpose of Job

To help ensure all pupils make the progress they are capable of by working in lessons to assist learners in accessing all elements of the English curriculum, collaborating closely with a talented teaching team to support pupil understanding.

To work closely with the Literacy lead to organise, plan and deliver a range of reading interventions before, during or after the school day. Working independently with small groups, monitoring and tracking of the impact of these interventions.

Principal Responsibilities

Providing support for pupils, teachers and the whole academy as outlined below.

Main Duties

Teaching and Learning Activities

- Helping pupils make progress in a range of classroom settings including whole classes where the assigned teacher is not present.
- Within an agreed system of supervision; planning challenging teaching and learning objectives and delivering learning activities to pupils, making adjustments according to pupil responses and needs, as appropriate.
- Planning personal role in lessons and how to provide feedback to pupils and colleagues on pupils' learning and behaviour.
- Supporting the department in selecting and preparing teaching resources that meet pupils' needs and interests.
- Contributing to identifying and undertaking appropriate out of school learning activities which consolidate and extend work carried out in class.
- Supporting teachers in evaluating pupils' progress through a range of monitoring and assessment activities, by developing and implementing 'Learner Profiles' and assessing the needs of pupils, using detailed knowledge and specialist skills to support pupils' learning.

- Monitoring pupils' responses to learning tasks and modifying their approach accordingly.
- Monitoring pupils' participation and progress, giving constructive feedback to support them as they learn.
- Supporting the role of parents in pupils' learning and contributing to/leading meetings with parents to provide constructive feedback on pupil progress and achievement.
- Regularly providing teachers and other colleagues with feedback on pupils' learning, participation and progress.
- Administering, assessing and marking tests.
- Contributing to maintaining and analysing records of pupils' progress.

Support for the Pupil

- Supporting all pupils included in a mainstream setting, support base, home base, special school, or any other learning environment as appropriate.
- Communicating effectively and sensitively with pupils to support their learning.
- Promoting and supporting the inclusion of all pupils, for example those with special educational needs, pupils from minority ethnic groups and those with disabilities, in the learning activities in which they are involved.
- Assisting in the provision of activities for the fullest development of the pupils which may involve work outside the academy base and in the local community.

Support for the Academy

- Following the academy guidelines for absent teachers and providing cover for lessons under the agreed system of supervision.
- Under the supervision of the Head of School or other designated teachers, invigilating internal and external examinations.
- Under the direction of department staff, overseeing after school supervision and intervention.
- Helping to maintain a safe environment for the pupils and the staff.

General Requirements

- Attending and participating in meetings, training and development activities as required.
- Participating in schemes of assessment, professional development and review.
- To establish constructive relationships and communicate with the other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.

- Being an effective role model for the standards of behaviour expected of pupils.
- Having due regard to confidentiality, child protection procedures, health and safety, other statutory requirements and the policies of the governing body and the local education authority.

Professional Values and Practices

- Having high expectations of all pupils; respecting their social, cultural, linguistic, religious and ethnic backgrounds; and being committed to raising their educational achievement.
- Treating pupils consistently with respect and consideration, and being concerned with their development as learners.
- In line with the academy's policy and procedures, using behaviour management strategies which contribute to a purposeful learning environment.
- Working collaboratively with colleagues as part of a professional team; and carrying out roles effectively, knowing when to seek help and advice from colleagues.
- Reflecting upon and seeking to improve personal practice.
- Working within academy policies and procedures and being aware of legislation relevant to personal role and responsibility in the academy.
- Recognising equal opportunities issues as they arise in the academy and responding effectively, following academy policies and procedures.
- Building and maintaining successful relationships with pupils, parents/carers and staff.

To undertake any other duties commensurate with the post.

The post holder must act in compliance with data protection principles in respecting the privacy of personal information held by the academy.

The post holder must comply with the principles of the Freedom of Information Act 2000 in relation to the management of academy records and information.

The post holder must carry out their duties with full regard to the academy's Equal Opportunities Policy, Code of Conduct, Child Protection Policy and all other academy Policies.

The postholder must comply with the academy's Health and safety rules and regulations and with Health and Safety legislation.

PERSON SPECIFICATION HIGHER LEVEL TEACHING ASSISTANT- ENGLISH

CATEGORY	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
APPLICATION FORM	<ol style="list-style-type: none"> Completed application form 		Application
EDUCATION AND TRAINING	<ol style="list-style-type: none"> At least 5 GCSE's at grade C or above including English and Maths or relevant qualifications such as Functional Skills Level 2 in Maths and English, as well as relevant experience in the specialism. Have sufficient understanding of specialist area to support pupil's learning Have strong literacy skills 		Application E1, E2, E3
EXPERIENCE	<ol style="list-style-type: none"> of working with children of working in a similar role of contributing to a wide range of teaching and learning activities in an English Department of contributing to the planning and preparation of teaching resources 		Application E1, E2, E3, E4, E5 Interview E4, E5, E6

	<ol style="list-style-type: none"> 5. of different literacy intervention strategies 6. of evaluating and analysing pupil progress 		
APTITUDE AND SKILLS	<ol style="list-style-type: none"> 1. Good communication, interpersonal, organisational and ICT skills 		<p>Application E1</p> <p>Interview E1</p>
PERSONAL QUALITIES TO INCLUDE	<ol style="list-style-type: none"> 1. to be able to contribute to the Christian ethos in the School 2. to be reliable and conscientious 3. a desire and ability to learn new skills 4. perseverance 5. being a team player 6. a flexible approach to work [some out of hours work may be necessary] 		<p>Application E1, E2, E3</p> <p>Interview E1, E2, E3, E4, E5, E6</p>
OTHER	<ol style="list-style-type: none"> 1. Recommendation from both referees 2. Fully enhanced DBS clearance with children's barred list check 		<p>References</p> <p>Enhanced DBS certificate</p>

References:

References will be requested prior to interview, unless there are exceptional circumstances, and the applicant does not give consent to do so on the application form. Please contact us to discuss further if you do not consent.

DBS:

Northern Lights Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.**Safeguarding:**

Northern Lights Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. To fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Pre-employment occupational health:

Pre-employment occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required. In some circumstances, an appointment with Occupational Health may be required to assess fitness for the role.

Equal opportunities:

Northern Lights Learning Trust are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community. Applicants with disabilities will be granted an interview if the essential job criteria are met.