



High Level Teaching Assistant

Candidate Pack
2023





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About us



Havelock Schools are a place where each individual is encouraged to shine and develop to their full potential, staff and pupils alike are proud to be a part of our schools. We believe that everybody is unique and our role is to cherish that individuality, whilst working together as part of a learning community.

Everybody can succeed through determination, hard work and encouragement, which is why learning behaviours are so important to our philosophy – we stick at it when the going gets tough and ‘never, ever, ever give up’. We also believe that true and deep learning happens when we find things tricky.

As a federated Infant and Junior School we cover ages 4 to 11 years and the schools combined can accommodate approximately 630 children in a 3 class intake from Reception to Year 6. From September 2013 The Havelock Schools gained academy status and are part of the Pathfinder Schools Trust.

In March 2016 Havelock Infant School was inspected and successfully gained an OFSTED ‘outstanding’ status. In June 2023 Havelock Junior School was inspected and successfully retained its OFSTED ‘good’ rating.



Ethos & Values

Vision statement

Havelock Schools
unlocking the door to
lifelong learning – a place
where everyone is
inspired to reach their full
potential

Our responsibilities

- Be ready
- Be respectful
- Be safe



Mission and Aims

- To provide creative, personal, physical, moral and spiritual development
- To promote learning that excites, inspires and motivates all
- To empower and value individuality in order to develop confident learners prepared to face our changing world
- To create a welcoming and nurturing community where children feel safe and valued and diversity is celebrated
- To provide an engaging and progressive curriculum that promotes curiosity, challenge and choice
- To have high expectations that develop positive resilient thinkers who are not afraid to fail, have motivated minds and a passion for learning
- To encourage and motivate independence by promoting positive thinkers, problem solvers and resilient learners able to reach their full potential
- To share and value experiences as part of a collaborative team, showing mutual respect for all members of our learning community



Career development

We are committed to developing our staff and invest heavily in our well developed CPD programme, as well as giving our staff the freedom to focus on highly effective learning. We also provide our staff with access to accredited qualifications and training.

Apprenticeships—Both our support staff and teaching staff have access to apprenticeships unique to their area of work.

Early Career Framework—We are proud to be a member of Pathfinder Schools who in partnership with the Best Practice Network (BPN) delivering the new Early Career Framework. Our Early Career Teachers benefit from our specialist skills in the new framework.

National Professional Qualifications (NPQ'S)—Pathfinder Schools is an official NPQ delivery partner who in collaboration with the Outstanding Leaders Partnership (OLP) are delivering the new National Professional Qualifications (NPQ) training programmes to schools from November 2021. The new qualifications draw from the very latest evidence and research into pedagogy, behaviour, curriculum and more.

“ ”

What our
staff
appreciate
most

Wonderful
colleagues (friends) I
can feel proud that
we do our best for
our children

The approachability of
SLT
if I have an idea that I
believe would benefit
students

The fantastic
people that I work
with. The children
that I get to work
with

The effort and
time people put into
the job

Supportive
leadership,
supportive
colleagues

Work life balance

Friendship &
team work

The supportive team,
feeling valued

How we care for
our children

Being part of Pathfinder Schools

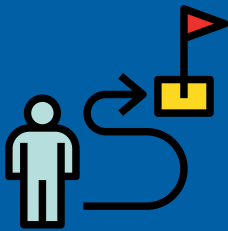


Pathfinder Schools is a cross-phase, multi-academy Trust of 10 schools in the north of Northamptonshire. Our Trust includes both church and community academies and we work closely together, connected by the vision we share for our pupils. Each school has its own unique character but we are unified by our unshakeable belief in the power of education to change lives. We believe that staff and pupils can flourish when they are happy and well-supported. We are inspired by the challenge of providing children with a rich tapestry of experiences that allow them to explore the world and their place in it.

We are passionate about our values of **Aspiration, Responsibility and Courage**, we believe that when people feel respected and included they can be more creative, innovative, and successful.

One Trust, transforming lives and communities, inspiring greatness

Our purpose



Our Trust is a growing family of schools, built on a commitment to the development of the children and young people in the communities we serve.

We exist to deliver the very best educational outcomes for every learner.

Based upon a foundation of independence, we empower young people to broaden their horizons and open their minds to new opportunities.

Our vision



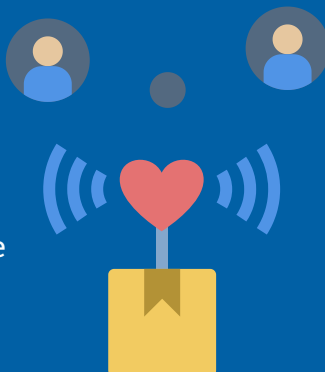
Together we want to develop inspirational schools which instil Aspiration, Responsibility and Courage in every learner, enabling them to find the greatness within them.





Our strategic objectives

- Every school a great school
- Every school an inspiring place to work and learn
- Every school a school of choice in the community
- Every school expertly supported by a strong central team



Our Values

Our values stand at the very core of everything. They are the centre from which all we do and say radiates, guiding the way that we work together.

Our Values

Aspiration

We aim high



Everyday we aim to be the best we can be. We are all striving to reach our own personal greatness. We recognise that we do not all start from the same place and we work to enable all to overcome barriers and achieve their full potential.

Responsibility

We play our part



We believe that we are all responsible for making Pathfinder Schools an inspiring place to work and learn. We hold ourselves accountable for our own actions, admit when we have failed against our own standards, feel comfortable asking for support and always strive to be our best selves.



Courage – We are brave

We are a Trust that faces challenges directly, we are honest about the decisions we make and the reasons for them. We support each other through difficult times in our learning and in our lives. We have the strength to persevere in the face of difficulty, uncertainty and challenge.

High Level Teaching Assistant Advert



Contract type

- Permanent
- 30 hours per week
- 39 weeks per year

Salary

- Grade G Points 8 - 12
- £22,777 - £24,496 per annum pro rata

Interviews

- To be confirmed

Start date

- January 2024

How to apply

To apply, please complete a Pathfinder Schools support application form, which can be downloaded from the vacancies page of the website:

www.pathfinderschools.org.uk/join-us/vacancies

Completed application forms should be sent to:

recruitment@pfschools.org.uk

We are looking for a high level teaching assistant to join our team.

The successful applicant will need:

- A passion for supporting children to achieve the very best that they can
- A caring, nurturing nature and enjoy making a difference in children's lives
- Enjoy working as part of a team and have great communication skills
- To be calm and patient, firm but fair
- To be able to keep clear and accurate records.

Havelock Safeguarding Policies and Procedures are available on their website, which can be accessed on the following web address:

[Havelock Schools - School Policies & Reports](#)

We would like to take the opportunity to invite prospective applicants to come and see our schools in action, and ask any questions you may have.

To arrange a visit, please contact Jennifer Carter, Deputy Headteacher, on 01536 760361 or email office@havelock.pfschools.org.uk

Being part of Pathfinder Schools offers a fantastic opportunity to develop yourself, as a Trust we actively encourage collaboration and the sharing of good practice; we believe that by developing a love of learning and having the highest expectations, all members of the Pathfinder Schools community can achieve and inspire greatness.

We occasionally close vacancies early in the event that we receive a high volume of applications. Interviews may begin soon after receipt of applications for shortlisted candidates, therefore we recommend that you apply early.

Pathfinder Schools are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. DBS, Reference, Identity, Criminal Record and Medical Checks are mandatory for all posts within Pathfinder Schools.

As part of our rigorous Safer Recruitment process, Pathfinder Schools has adopted the practice of online searches for external shortlisted candidates. The purpose of the search is to enable us to fulfil our duty under Keeping Children Safe in Education and is part of our due diligence to identify any incidents or issues that have happened, and are publicly available online, which we may need to discuss with you during interview.

Therefore, if you are shortlisted for a role, an appropriate online search will be undertaken on your name(s). Consent to an online search is included in the Pathfinder Schools application form. Searches are based on publicly available information, therefore where your profiles are private or are locked, no further search will be required on these pages. Any information given will be treated as confidential and will only be used in relation to the post for which you have applied.

Pathfinder Schools is passionate about its values of Aspiration, Responsibility and Courage, we believe that when people feel respected and included, they can be more creative, innovative, and successful. We are committed to an inclusive workforce that represents many different cultures, backgrounds and viewpoints. Our employee lifecycle processes are designed to prevent discrimination against our colleagues, regardless of gender identity or expression, sexual orientation, religion or belief, pregnancy and maternity, marital status, ethnicity, age, disability status, or any other aspect which makes them unique. While we have more work to do to advance diversity and inclusion, we're committed to moving our Trust and the education sector forward.

High Level Teaching Assistant Job Description



Responsible to: Head of year

The purpose of the post:

- To complement teachers' delivery of the national curriculum and contribute to the development of other support staff, students and school policies and strategies.
- To work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources. Also, to supervise whole classes during PPA, leadership time and short-term absence of teachers.
- To provide support for pupils, the teacher and the school in order to raise standards of achievement for all, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage students to become independent learners, to provide support

Main Responsibilities

- Deliver lessons to cover short term absence or regular teaching commitments to whole classes under an agreed system of supervision by the class teacher and within a pre-determined lesson framework.
- Have an in-depth understanding of methods, procedures and the curriculum. The emphasis of these jobs is on the practical application of specialist knowledge and skills, rather than conceptual understanding.
- Supervise groups of children or whole classes and support with the guidance and development of others
- Work under an agreed system of supervision / management delivering learning and providing specialist knowledge
- Have a high level of communication skills to influence, motivate and drive behavioural change as a result of persuasion and appeal
- Interact with colleagues, pupils, parents, carers and educational professionals under clear direction of class teacher and Senior Leaders.

Working in the environment

- Take a lead role in managing and delivering pastoral care and developing and implementing behaviour management strategies promoting independence and self-control and assist in the supervision of pupils to ensure that the school's standards of health, safety and behaviour control are maintained
- Employ strategies to recognise and reward achievement of self-reliance to meet the needs of pupils
- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Supporting pupils in a learning environment

- Under supervision of the class teacher: plan lessons using agreed school formats, prepare resources and deliver learning objectives and activities, adjusting when appropriate to meet the requirements of pupils and the curriculum (for example lesson plans, worksheets, plans)
- Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities
- Be aware of individual pupils needs as well as any pupils with any SEN OPP/EHCPs targets and children in receipt of Pupil Premium funding.

- Use specialist skills to support pupils consistently in the learning environment to promote independence and self-reliance, inclusion, acceptance and equality of access to learning opportunities for all pupils
- Ensure pupils are provided with effective verbal feedback to learning and learning is adapted as a result where appropriate
- Assist with the supervision of pupils and planning of activities out of lesson times (for example at break times) to encourage structured and positive play.
- Establish constructive relationships with pupils and interact with them according to individual needs.

Providing clerical and other support to service users

- Provide clerical support, for example photocopying, laminating, and displays.
- Support teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group of pupils under the supervision of the teacher.
- Lead in the completion of the class register when covering for the class teacher, and follow up any absence where appropriate with the school office.
- Administer routine tests, record assessments and undertake routine marking of pupils' work in line with the school's agreed marking and feedback policy to meet requirements of pupils and the curriculum.
- Contribute to the identification and implementation of appropriate out of school learning activities which consolidate and extend pre-defined learning activities to meet requirements of pupils and the curriculum

Preparing and maintaining the classroom environment and resources

- Create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans and assist with the display of pupils' work under the direction of teaching staff to meet the needs of pupils and the curriculum.
- Maintain shared areas so that they are tidy and organised, e.g. corridors, 'break-out' work spaces, shared cupboards.
- Select, plan, prepare, organise and evaluate the effectiveness of learning resources equipment and required to support lesson plans/learning activities to meet the needs of pupils and the curriculum.
- Advise on appropriate deployment and use of specialist aids, resources and equipment to meet the needs of pupils and the curriculum.

Developing the team

- Lead, advise and contribute in meetings, training/development activities and supervise, coach and mentor less experienced and specialised colleagues when appropriate, to support the achievement of individual and team performance and development objectives.
- Work in effective partnership with the class teacher and other adults across the school to ensure consistency and continuity for pupils when covering for PPA, leadership time or short-term absence

Building professional relationships

- Build and maintain positive working relationships with pupils, parents, carers, colleagues, professionals and multi-agencies to maximise pupils' development and maintain the overall ethos of the school. Communicate with parents/carers under the direction of teaching staff.

Dealing with Behaviour Issues

- To take responsibility for the management of behaviour pupil whilst covering for the class teacher and supporting less experienced colleagues seeking support when appropriate.

- Use knowledge of different behaviour management and communication strategies and adapt existing strategies/methods as necessary to deal with disruption by pupils in class, following the agreed behaviour policy. Where required and suitably trained, use appropriate physical restraint techniques in accordance with relevant policies and procedures.

Monitoring levels and ordering of resources

- Monitor resource levels and contribute to the resource ordering process under the direction of teaching staff to ensure the timely availability of resources to meet the requirements of the curriculum.
- Maintain an awareness of the importance of the appropriate use of resources to minimise waste and maximise the effectiveness of financial resources.

Reviewing pupil's performance

- Monitor, observe, record and feedback, on pupil achievement with appropriate evidence and assist in the gathering of information and in the completion of pupil profiles and records of attainment to maximise pupil development.
- Complete assessment records and complete national data requests for subjects taught as required by class teachers/senior staff.

Working Environments

- Job holders may carry out playground duties or outdoor learning in variable weather conditions; however, there is usually indoor play during bad weather
- Very occasionally job holders are required to clean up toilet accidents and help clean up children who have been ill following agreed Health and Safety/COSHH guidance.
- Any other duty required by the Headteacher, Senior Leaders as may be reasonably required commensurate with the level of post.
- Performance Management will take place on an annual cycle.

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply:

- The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by their own training needs and the needs of the school.
- This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006 before the coming into force of section 64 of the Protection of Freedoms Act 2012 on 10th September 2012. Therefore, a DBS enhanced check is an essential requirement.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

High Level Teaching Assistant Person Specification



AF = Application Form I = Interview

Attributes	Essential It is essential candidates can provide evidence of:	Test	Desirable It is desirable candidates can provide evidence of:	Test
Education and Qualifications	<ul style="list-style-type: none"> NVQ level 4 or equivalent in relevant subject, e.g. HLTA qualification or significant experience of working with or caring for children of relevant age English and Maths at GCSE C or equivalent Evidence of training in a Literacy/Numeracy programme and or other curriculum or learning area 	<p>AF/I</p> <p>AF</p> <p>AF</p>	<ul style="list-style-type: none"> English and Maths qualifications to NVQ Level 3, A-Level or equivalent Further CPD undertaken Specialist knowledge in particular curriculum area e.g. SEN 	<p>AF</p> <p>AF/I</p> <p>I</p>
Experience and Knowledge	<ul style="list-style-type: none"> A minimum of two year experience working with children, preferably in an education setting Understanding of behaviour management strategies Experience of leading small or large groups Experience of interpreting lesson planning Experience of quality feedback and marking Working knowledge of National Curriculum / EYFS Curriculum and other relevant learning 	<p>AF</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>AF/I</p>	<ul style="list-style-type: none"> Experience of working with children in different year groups Experience of leading whole class sessions Working knowledge of school behaviour management policy Working knowledge of school marking and feedback policy Experience of planning learning activities Experience of managing others 	<p>AF/I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p>
Safeguarding	<ul style="list-style-type: none"> A commitment to safeguarding children and reporting concerns Able to form and maintain appropriate professional relationships and boundaries with children and young people Ability to deal with sensitive information in a confidential manner 	<p>I</p> <p>I</p> <p>I</p>	<ul style="list-style-type: none"> Recent evidence of Safeguarding training and working knowledge of child protection practices Recent first aid training 	<p>AF</p> <p>AF</p>

High Level Teaching Assistant Person Specification



AF = Application Form I = Interview

Attributes	Essential It is essential candidates can provide evidence of:	Test	Desirable It is desirable candidates can provide evidence of:	Test
Ability and Skills	<ul style="list-style-type: none"> • Ability to work constructively as part of a team • Ability to work in partnership with class teachers to ensure consistency for pupils. • Effective oral and written communication skills • Ability to manage difficult behaviour in a calm and patient manner • Ability to use own initiative but also follow direction • Good organisation and time management skills • Confident with the use of IT equipment to support learning. • Able to act as good role model to children. • Ability to organise the classroom activities • Ability to implement teaching and learning strategies 	<p>I</p> <p>I</p> <p>AF/I</p> <p>I</p> <p>I</p> <p>I</p> <p>AF/I</p> <p>I</p> <p>I</p> <p>I</p>	<ul style="list-style-type: none"> • Ability to organise and lead others • Ability to help children transfer their learning to other parts of their lives • Willingness to attend school training sessions 	<p>I</p> <p>I</p> <p>AF/I</p>
Equal Opportunities	<ul style="list-style-type: none"> • A commitment to helping pupils achieve through learning • Ability to demonstrate awareness / understanding of equal Opportunities • Able to support and understand the needs of SEND pupils 	<p>I</p> <p>I</p> <p>I</p>		

Contact us



1 Visit us Havelock Schools
Havelock Street,
Desborough
Northamptonshire,
NN14 2LU

2 Call us Infants : 01536 760486
Juniors : 01536 760361

3 Email sbindley@havelockschools.org.uk
us

4 Visit our website www.havelockschools.org.uk/

