

**A fulltime permanent position has become available for a**

**Higher Level Teaching Assistant**

**The position will be to work in KS2 at The Oak Tree Primary Academy who are part of the Northern Education Trust.**

**If you are interested in the above position, please send a letter of suitability using the criteria below and your application form to Jean McCartney at OTJean.McCartney@sbscschools.org.uk**

**Closing date: December 9th 12 noon**

**Interview: Tuesday 13th December**

**We are committed to safeguarding and this position is subject to enhanced DBS checks.**

**Our One Academy rule is:**

**"All pupils and adults are expected to behave in a responsible manner, both to themselves and others, showing consideration, courtesy and respect at all times."**

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| **1. PROFESSIONAL VALUES & PRACTICE** |
| a. They have high expectations of all students; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement. |
| b. They build and maintain successful relationships with students, treat them consistently, with respect and consideration, and are concerned for their development as learners. |
| c. They demonstrate and promote the positive values, attitudes and behaviour they expect from the students with whom they work. |
| d. They work collaboratively with colleagues, and carry out their roles effectively, knowing when to seek help and advice. |
| e. They are able to liaise sensitively and effectively with parents and carers, recognising their roles in students’ learning. |
| f. They are able to improve their own practice, including through observation, evaluation and discussion with colleagues. |
| **2. KNOWLEDGE & UNDERSTANDING** |
| a. They have sufficient understanding of their specialist area to support students’ learning, and are able to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved. |
| b. They are familiar with the Academy curriculum, the age-related expectations of students, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved. |
| c. They understand the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understand the place of these in the related teaching programme. |
| d. They know how to use information and communication technology (ICT) to advance students’ learning, and can use common ICT tools for their own and students’ benefit. |
| e. They know the key factors that can affect the way students learn. |
| f. They have achieved a qualification in English/literacy and mathematics/numeracy, equivalent to at least level 2 of the national qualifications framework. |
| g. They are aware of the statutory frameworks relevant to their role. |
| h. They know the legal definition of special educational needs (SEN), and are familiar with the guidance about meeting SEN given in the *SEN: code of practice*. |
| i. They know a range of strategies to establish a purposeful learning environment and to promote good behaviour. |
| **3. TEACHING & LEARNING ACTIVITIES** |
| **3.1 Planning & expectations** |
| a. They contribute effectively to teachers’ planning and preparation of lessons. |
| b. Working within a framework set by the teacher, they plan their role in lessons including how they will provide feedback to students and colleagues on students’ learning and behaviour. |
| c. They contribute effectively to the selection and preparation of teaching resources that meet the diversity of students’ needs and interests. |
| d. They are able to contribute to the planning of opportunities for students to learn in out-of-Academy contexts, in accordance with Academy policies and procedures. |
| **3.2 Monitoring & Assessment** |
| a. They are able to support teachers in evaluating students’ progress through a range of assessment activities. |
| b. They monitor students’ responses to learning tasks and modify their approach accordingly. |
| c. They monitor students’ participation and progress, providing feedback to teachers, and giving constructive support to students as they learn. |
| d. They contribute to maintaining and analysing records of students’ progress. |
| 1. **3.3 Teaching & Learning Activities** |
| a. Using clearly structured teaching and learning activities, they interest and motivate students, and advance their learning. |
| b. They communicate effectively and sensitively with students to support their learning. |
| c. They promote and support the inclusion of all students in the learning activities in which they are involved. |
| d. They use behaviour management strategies, in line with the Academy’s policy and procedures, which contribute to a purposeful learning environment. |
| e. They advance students’ learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present. |
| f. They are able, where relevant, to guide the work of other adults supporting teaching and learning in the classroom. |
| g. They recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures. |
| h. They organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility. |

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a HLTA’s career and must **ALL** be adhered to at every stage in that career.

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| **PART TWO: PERSONAL & PROFESSIONAL CONDUCT** | |
| 1. HLTA’s uphold public trust in the Academy and maintain high standards of ethics and behaviour, within and outside of the Academy, by | |
| a. Treating all contacts with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a HLTA’s position. |
| b. Having regard for the need to safeguard students’ well-being, in accordance with statutory provisions. |
| c. Showing tolerance of and respect for the rights of others. |
| d. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. |
| e. Ensuring that personal beliefs are not expressed in ways which exploit students’ vulnerability or might lead them to break the law. |
| 2. HLTA’s must maintain high standards in their own attendance and punctuality. |