



# HIGHER LEVEL TEACHING ASSISTANT

BURSCOUGH PRIORY ACADEMY



Dear Applicant,

Thank you for your interest in the position of HLTA at Burscough Priory Academy.

The Endeavour Learning Trust board and I are delighted to provide the enclosed information about our School. I hope you find it helpful and on behalf of the whole school community, I would like to take this opportunity to extend a very warm welcome.

Endeavour Learning Trust is a growing Trust in the North West, currently spanning South Ribble, West Lancashire and North Sefton. In our family of schools at this point in our growth, we have four secondary schools and two primary schools formally in the Trust.

Our Trust is a mix of good schools and schools which have been in challenging circumstances. Where there has been work to be done, the impact has been rapid and significant. We are committed to growing our Trust further and we are strengthening our central team to ensure we have the capacity to continue to support where we are needed most. All of our schools and our staff provide us with rich opportunities to learn from and with each other.

We strive to ensure that our family ethos is tangible; that we work as a team; that we want the best for everyone. We are also staunch in our commitment to working in a way which protects the wellbeing of our staff; our commitment to reducing workload is non-negotiable. We seek to thrive; individually, collectively, in our classrooms, staffrooms, schools, our central team and across the Trust.

We hope the enclosed information will give you good insight into our School & Trust.

We look forward to viewing your application.

Yours faithfully,

A handwritten signature in dark ink, appearing to read 'DL', with a stylized flourish extending to the right.

David Clayton  
Chief Executive

# Endeavour Learning Trust's Mission and Values

## **We will serve our communities to ensure that every child realises their potential**

We pledge that our schools will be transformational places of academic excellence that offer a true richness of experience, providing all children with the same opportunities to flourish and develop their unique skills, qualities and talents.

We will work collaboratively with our colleagues, parents and carers and our partners to remove any barriers that place limitations on our children, creating schools that are happy and harmonious places at the centre of their community.

## **Our Values**

### **Individuality**

We are firmly committed to recognising, celebrating and investing in the individuality of all of our children and young people, each of our colleagues and the distinct ethos and identity of each of our schools, whilst remaining united by our core values. We don't believe in a "one size fits all" approach, and will adapt our provision to meet individual needs.

### **People centred**

Our work is driven by our responsibility to every individual within our Trust community. Every person deserves to be treated with respect, dignity and kindness. We demonstrate empathy and humility in our approach, ensuring that our Trust provides an environment where every individual feels confident to be their true authentic self.

### **Belonging**

Equity of opportunity is central to our practice and we will be relentless in our endeavour to identify and remove barriers that prevent full inclusion. Our culture extends beyond tolerance to one where difference is embraced and every individual is valued and celebrated for their unique contribution to our community. Every individual is a full member in our community.

### **Transformation**

We believe in the promise of each individual across the Trust and will ensure we inspire, support and challenge in proportionate measure, so that we all thrive and are able to achieve our own individual successes. We are bold in our approach, stretching perceived boundaries, to go further for our children, colleagues and communities. We continually develop our approach to respond to changes in the communities we operate within to support every child, colleague and partners to realise their potential.

### **Togetherness**

We are a proud family of schools bonded by our Trust vision, priorities and values. We work as one team in school, across our Trust and with our wider partners for the benefit of the communities we serve. Our collaborative approach inspires us to be bold and brings us together in ways that help us to make a difference. We are better together.

# ENDEAVOUR LEARNING TRUST

## OUR SCHOOLS





## Our School

Dear Applicant,

Thank you for your interest in the HLTA vacancy at Burscough Priory Academy.

We are a small and thriving community school, within the Endeavour Learning Trust family of schools. Since joining the Trust, we have made rapid and sustained progress over the last three years, with the vision of being a 'Great school at the heart of the community.'

At our school you will find a caring, ambitious and inclusive community; one that is dedicated to celebrating the potential and uniqueness of everyone. To support this commitment, there is a strong curriculum, inspirational and challenging teaching and learning and outstanding pastoral care. In November 2022, this was recognised by Ofsted and we were judged a 'Good' school.

The relationships that are fostered in school between the children and staff are exceptional. We are very aware of our responsibility as a school at the heart of our Burscough community and we know that excellent relationships with our parents, staff and within the wider community are crucial to the success of the children. Our motto is, 'E Pluribus Unum,' which translates as 'Out of Many, One.' You will feel a distinct feeling of togetherness, working as one to make sure our children feel safe, valued and well supported.

Our family ethos is tangible; we work as a team and we want the best for everyone. But we are also staunch in our commitment to doing this in a way which protects the wellbeing of our staff and our students. Our commitment to reducing workload is non-negotiable. We seek to thrive; individually, together, in our classrooms, staffrooms, schools and right across the Trust.

We hope the information in this pack give you a flavour of who we are and what we do. If you have any further questions about the role please get in touch.

We look forward to receiving your application.

Yours faithfully,

Mrs L MacLaren  
Headteacher



**Advert: Higher Level Teaching Assistant (HLTA)****Contract: Full time, Permanent****Grade: Grade 7 SCP 19-25****Salary: £29,777 - £33,945****Pro Rata: £25,179 - £28,703****Start Date: September 2024**

Do you want to make a real impact? Are you interested in making a fundamental difference to the life chances of our students? If yes, then read on and consider applying for this role. We are looking to appoint an experienced HLTA to plan, teach and deliver interventions to Key Stage 3 and Key Stage 4 children, who have been identified as requiring additional support to make rapid progress in reading. The post will include working with the reading lead in school and developing for reading for pleasure strategy with our amazing students.

We are looking for an individual with a passion for working with young people, who has a commitment to ensure that all children make the best possible progress in their academic, social and independent skills. Our core aim is to provide children with the skills, knowledge, attitudes and confidence which are necessary to enable them to make informed choices for themselves. The children experience a wide range of learning opportunities that are intended to develop them academically and personally.

Our School can offer you:

- A truly supportive and encouraging team of dedicated staff
- A fantastic Local Government Pension Scheme
- Free on-site parking
- 24/7 access to employee wellbeing package
- Encouragement of further and continued professional development
- Full and continued support from specialist staff within central Trust team
- Term time only employment which supports long holidays
- 50% off Endeavour Children's Holiday Camp

This post is full time, permanent and term time only. Working hours are Monday to Thursday 8:30am-4:30pm and Fridays 8:30am-4:00pm

**HOW TO APPLY**

To apply, please complete our application form and return to [vacancies@endeavourlearning.org](mailto:vacancies@endeavourlearning.org) Please include a personal statement to support your application and outline the relevant skills and experience you can bring to Endeavour Learning Trust.

Applications should be submitted by 9.00am on Thursday 20th June 2024

Interviews are to be held on Monday 24th June 2024

Prospective candidates are welcome to contact the school for a telephone conversation prior to the final application please contact Miss A. Oldfield, Operations Lead at [a.oldfield@burscoughprioryacademy.org](mailto:a.oldfield@burscoughprioryacademy.org) to organise a convenient time.

**SAFEGUARDING**

Endeavour Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

Please note that in line with Keeping Children Safe in Education, an online search will be carried out as part of our due diligence on shortlisted candidates.



## HIGHER LEVEL TEACHING ASSISTANT



## BURSCOUGH PRIORY ACADEMY

### JOB DESCRIPTION

To plan, teach and deliver interventions to Key Stage 3 and Key Stage 4 children, who have been identified as requiring additional support to make rapid progress. To liaise with the SENCO and Key Stage Leaders for Progress and Interventions to ensure that children have positive outcomes to the interventions attended.

#### Support for Pupils

- To work collaboratively with the teachers, Reading Lead and Leader for Progress and Interventions in the planning, development, delivery and evaluation of the effectiveness of the curriculum for pupil(s) identified as requiring additional reading interventions
- To differentiate curriculum content according to the needs of pupil(s).
- To implement specific programmes with individual pupils or small groups appropriate to the developmental needs of individuals in reading.
- To carry out assessments at the start and end of any intervention to track progress.
- To assist in the devising of pupil's individual targets and their monitoring and review.
- To develop positive relationships with pupils and staff to assist pupil progress and attainment.
- To record work on a regular basis and to prepare reports as required regarding progress.
- To plan and implement reading for pleasure groups and clubs across the age range.
- To develop and promote the library as a hub for reading for pleasure and academia.

#### Support for the Teacher

- To monitor individual pupil's progress and to report on pupils needs, achievements and concerns.
- To provide ideas, materials and learning strategies for interventions
- To liaise with parents and outside agencies, where appropriate.
- To assist with the arrangements for administering pupil work experience.
- Undertake marking of pupils work and record achievement.
- Administer tests to show progress.

#### Support for the School

- To assist in providing a purposeful, orderly and supportive environment for learning.
- To support the promotion of positive relationships with parents and outside agencies.
- To work within school policies and procedures.
- To attend staff training/meetings as appropriate.
- To take care for their own and other people's health and safety.
- To liaise with the School's appropriate person with regard to the ordering supplies and equipment
- To be aware of the confidential nature of issues related to home/pupil/teacher/school work.
- Assist in the supervision, training and development of other members of staff.
- Support for the Curriculum
- To be familiar with the content of the school curriculum.
- To assist in the delivery of appropriate programmes of work.
- To support the use of ICT in learning activities.



## PERSON SPECIFICATION

Personal Attributes required (on the basis of the job description)	Essential (E) or Desirable (D)	App Form	Interview
<b>Qualifications</b>			
NVQ Level 2 or equivalent qualification in English/Mathematics	E	<input checked="" type="checkbox"/>	
HLTA qualification or higher	E	<input checked="" type="checkbox"/>	
<b>Experience</b>			
Experience of working with or caring for children of relevant age	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Experience of working in a relevant classroom/service environment	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Experience of Administrative work	D	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Experience of supporting pupils with challenging behaviour	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Experience of delivering English intervention programmes	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Experience of delivering NTP programmes	D	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Experience of resources preparation to support learning programmes	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use of ICT as a support to learning	E		<input checked="" type="checkbox"/>
Understanding of statutory frameworks relating to teaching and learning	E		<input checked="" type="checkbox"/>
<b>Knowledge, Skills &amp; Abilities</b>			
Ability to build effective working relationships with all pupils	E		<input checked="" type="checkbox"/>
Ability to work as part of a team	E		<input checked="" type="checkbox"/>
Good communication skills	E		<input checked="" type="checkbox"/>
Ability to relate well to parents/carers	E		<input checked="" type="checkbox"/>
Ability to supervise and assist pupils	E		<input checked="" type="checkbox"/>
Time management skills	E		<input checked="" type="checkbox"/>
Organisational skills	E		<input checked="" type="checkbox"/>
Knowledge of classroom roles and responsibilities	E		<input checked="" type="checkbox"/>
Knowledge of the concept of confidentiality	E		<input checked="" type="checkbox"/>
Ability to adapt own approach in accordance with pupil needs	E		<input checked="" type="checkbox"/>
Administrative skills	E		<input checked="" type="checkbox"/>
Knowledge of National Curriculum	E		<input checked="" type="checkbox"/>
Knowledge of English and Maths strategies	E		<input checked="" type="checkbox"/>
Ability to assess and report on the progress of children	E		<input checked="" type="checkbox"/>
Ability to make effective use of ICT	E		<input checked="" type="checkbox"/>
Ability to assess children's development	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ability to plan and deliver work programmes	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Personal Attributes</b>			
To have high expectations of all pupils, respect for their social, cultural, linguistic, religious and ethnic backgrounds; commitment to raising educational achievements.	E		<input checked="" type="checkbox"/>
Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work	E		<input checked="" type="checkbox"/>

Able to improve their own practise through evaluation and discussion with colleagues.	E		<input checked="" type="checkbox"/>
Flexible attitude to work	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Other</b>			
Commitment to safeguarding and protecting the welfare of children and young people	E		<input checked="" type="checkbox"/>
Commitment to equality and diversity	E		<input checked="" type="checkbox"/>
Commitment to health and safety	E		<input checked="" type="checkbox"/>
Commitment to attendance at work	E		<input checked="" type="checkbox"/>
Commitment to undertake in-service development	E		<input checked="" type="checkbox"/>
Commitment to gain clearance through the Disclosure and Barring Service – (clearance is required before confirmation of employment)	E		<input checked="" type="checkbox"/>