

Application Pack

Higher Level
Teaching Assistant



Derby
CATHEDRAL
SCHOOL

Welcome to our school

Dear Applicant,

Thank you for expressing an interest in a vacancy at Derby Cathedral School. On behalf of the whole school community, I extend you a very warm welcome.

I am really proud to be the Headteacher of a relatively new school for the city of Derby.

Derby Cathedral School is the first ever Church of England Secondary School in the Derbyshire Diocese. The 11-19 secondary school was established jointly by the Derby Diocesan Academy Trust (DDAT) and Derby Cathedral. The principle aim of the school was to help meet the need for additional high-quality secondary places in the Derby area. The school has had a successful start and is currently over-subscribed for every year group. We will have welcomed an additional year group every year until reaching capacity in September 2024 including a sixth form provision which opened in September 2023.

Our aim is to be an outstanding school for our community with high aspirations for all of our students both academically and socially no matter what their starting point. As a school based on Christian values, we celebrate the diversity in our city and welcome students of all faiths and none. Our FAITH (fellowship, aspiration, integrity, tenacity and humility) values are a thread that runs through all aspects of school life.

Derby Diocesan Academy Trust (DDAT) are committed to Safer Recruitment practices and use a variety of methods throughout the selection process to ensure we are satisfied with candidate's suitability working with children within our schools. Upon offer of employment, we will apply to the Disclosure and Barring Service (DBS) for an enhanced disclosure which will give details of a person's criminal record.

Please also note that if you have lived anywhere outside of the UK since the age of 18, you will require a certificate of good conduct from all the countries of residence.

Please do take some time to read the key information below about our vision for the school and this post. Further, more detailed information can be found on our school website.

The next few years will be a very exciting time as we grow and develop together and we are looking for staff with a flexible approach and a desire to be part of an excellent new educational provision.

Jenny Brown
Headteacher

School Vision



Derby Cathedral School is a Christian community that welcomes students, families and visitors of all faiths and none. The diversity and richness of such a family brings depth and a vibrancy to our core.

Students of Derby Cathedral School are given every opportunity and challenged to be the best that they can be, demonstrating FAITH in all they do.

- **Fellowship** Collaborating with others, we treat everyone with respect, dignity and kindness.
- **Aspiration** We are ready to learn and grow, striving to be the best that we can be in every aspect of our lives.
- **Integrity** We demonstrate fairness, equality and honesty.
- **Tenacity** We are determined and resilient when faced with challenges.
- **Humility** We are gracious, calm and understand the importance of forgiveness.

All students will be well prepared for their next step into future education, training and employment. They will be happy, healthy, confident, life-long learners who 'experience life in all its fullness'

(John 10:10)

Job Description

Job Details

Job title: Higher Level Teaching Assistant

Reports to: Headteacher

Hours of work: Full time – 37 hours per week - Term time only

Salary: NJC Scale 6 Points 18-22 ££30,559 to £32,654 FTE
(will be reduced pro-rata for term-time only contract)

Job purpose: To complement the professional work of teachers by taking responsibility for targeted programmes under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring students and assessing, recording and reporting on students' achievement, progress and development.

Job Description

Main duties/responsibilities

Support for Students

- Assess the needs of students and use detailed knowledge and specialist skills to support students' learning
- Establish productive working relationships with students, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all students within the classroom
- Encourage students to interact and work co-operatively with others and engage all students in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to students in relation to progress and achievement
- Develop and implement IEPs
- Support students consistently whilst recognising and responding to their individual needs
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence
- Support the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on student progress/achievement etc.
- Produce lesson plans, worksheet, plans etc.
- Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/ work plans as appropriate
- Administer and assess/mark tests and invigilate exams/tests

Support for the teacher

- Organise and manage appropriate learning environment and resources
- Provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Deliver learning activities to students within agreed system of supervision, adjusting activities according to student responses/needs
- Deliver local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of students' skills
- Use ICT effectively to support learning activities and develop students' competence and independence in its use

Job Description

Main duties/responsibilities – continued

- Advise on appropriate deployment and use of specialist aid/resources/equipment
- Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds

Support for the school

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students
- Attend and participate in regular meetings
- Participate in training and other learning activities as required.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.

- Deliver out of school learning activities within guidelines established by the school
- To support, uphold and contribute to the development of the school's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Take the initiative as appropriate to develop multi-agency approaches to supporting students

Management

- Manage other teaching assistants
- Liaise between managers/teaching staff and teaching assistants
- Hold regular team meetings with managed staff
- Represent teaching assistants at teaching staff/management/other appropriate meetings
- Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants

Resources

- Determine the need for, prepare and maintain general and specialist equipment and resources
- Control and manage the directed budgets
- Help students access specialist learning resources as required
- Keep up-to-date knowledge of the range of external agencies and opportunities that can be used to provide extra support for students

Job Description

Person specification

	Essential	Desirable
Qualifications and training	<ul style="list-style-type: none">• Level 4 HLTA qualification or willingness to complete this during the first 2 years in post• Completion of a full and relevant NQF level 2 or above/equivalent and relevant experience, knowledge and skills• GCSEs or equivalent in Maths and English• Level 1 Safeguarding as a minimum• A positive approach to gaining further qualifications• Some understanding of the importance of Health & Safety and Food Hygiene in the workplace	<ul style="list-style-type: none">• First Aid at Work certificate• Completion of other relevant courses• Completion of a recognised Level 3 Educational qualification, or be working towards completion• Further education, e.g. ND, HND or degree• Health & Safety certificate
Skills, aptitude, knowledge and experience	<ul style="list-style-type: none">• Previous experience of working with children aged 11-18 in a voluntary or paid capacity• Experience as a Teaching Assistant or Learning Support Assistant within a Secondary school• Knowledge of the National Curriculum• The ability to plan and deliver stimulating teaching experiences in line with the national curriculum, including leading guided group tasks.• Good written and oral skills for report writing, maintaining student records and providing feedback to parents/carers and colleagues• Experience in undertaking observations for assessment of students.	<ul style="list-style-type: none">• Trained to deliver intervention programmes• GCSE in ICT• EAL qualifications / command of additional languages appropriate to our community.

Person specification – continued

	Essential	Desirable
Skills, aptitude, knowledge and experience – continued	<ul style="list-style-type: none"> • An understanding of inclusion, making the curriculum accessible to all learners including SEN, G&T and EAL. • The ability to work in a team in order to achieve successful outcomes for learners. • Good numeracy/literacy skills. • Effective use of ICT to support learning and/or CLAIT/ECDL • Use of IT equipment and technology – cameras, iPads, visualisers, video, photocopier. • Ability to self-evaluate learning needs and actively seek learning opportunities. • Ability to relate well to students and adults. • Understanding of health and safety and welfare issues within a school environment 	
Personal qualities	<ul style="list-style-type: none"> • A commitment to the provision of high quality education • A positive approach to learning and gaining new skills through teamwork and training opportunities • A passion for promoting purposeful learning • The ability to adapt to changing circumstances and needs. • A positive attitude • Ability to build a good rapport with students, parents, staff and other professionals. • A readiness to maintain high expectations and standards for self and others. 	<ul style="list-style-type: none"> • Flexibility – occasionally working hours might be changed, e.g. for parents evening, after school events such as Fayres, international evening. • Able to work in small teams

Person specification – continued

	Essential	Desirable
Personal qualities – continued	<ul style="list-style-type: none">• Excellent organisational, record keeping and planning skills• Punctuality and reliability• Patience and resilience• Honesty and trustworthiness• Communication skills with a particular emphasis on oral skills together with personal qualities of enthusiasm, good humour, determination and resilience• A positive approach to inclusive practice, with students and colleagues• Enthusiasm for working with young people	

As per the updated guidance in Keeping Children Safe in Education 2024, online checks will be carried out on all shortlisted candidates eg Google search, Social Media platforms etc.

Job Review

The details contained in this Job Description reflect the content of the job at the date it was prepared. However, it is inevitable that over time, the nature of the jobs may change. The content is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the school. Existing duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the School will expect to revise this Job Description from time to time and the post-holder will be expected to participate in this process and we would aim to reach agreement on any changes.