



# Higher-Level Teaching Assistant (HLTA)



Dear Applicant,

Thank you for your interest in the position of HLTA & Learning Resource Lead at Tarleton Academy.

The Endeavour Learning Trust board and I are delighted to provide the enclosed information about the role and 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 within the Trust.

Our mission and values provide a clear framework for us to work to. We are absolutely committed to serving our communities to ensure that every child achieves their potential by providing the highest quality educational experience in a truly inclusive way.

As a Trust, we don't believe in a one-size-fits-all approach for our schools or our students. We respect and celebrate individuality, working with a clear determination to support our children, colleagues and communities both collectively, and individually, to flourish and thrive through a rich and transformational provision.

We believe in the value of collaboration, and everybody working with the Trust shares a collective responsibility for the success of all of our children. We also recognise that we will never be successful in delivering our vision for our young people unless our colleagues are supported, nurtured and developed to achieve their full potential with us. That's why we are equally committed to ensuring every colleague benefits from the best possible employment experience where high-quality CPD and a sincere approach to supporting wellbeing enable our colleagues to achieve their own aspirations for their career.

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 black ink, appearing to read 'DCL', written in a cursive style.

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



## About Tarleton

Tarleton Academy is a thriving rural secondary school, part of the Endeavour Learning Trust family of schools and located at the heart of the village of Tarleton. We continually strive to be a 'Great school at the heart of the Tarleton community' and have ambition to be the number one secondary school choice for all students in the locality.

At our school you will find a caring, supportive 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 dedicated pastoral care. In July 2023, this was recognised by Ofsted and we maintained our rating as a 'Good' school.

We pride ourselves on the strength of our relationships with our students, staff and wider community. Our overriding priority is to get to know each of our students as individuals in order for them to excel in all aspects of school life. We have a distinct 'family' feel, with the wellbeing of our staff and students at the forefront of our decision making - 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 have recently moved into a brand-new state-of-the-art carbon neutral school building which offers staff and students an unrivalled school experience with modern design and state of the art technology in all classrooms. This development will continue with the landscaping of our outdoor spaces, the completion of a new MUGA and the proposed 3G AstroTurf pitch. We would highly recommend you come and visit us prior to application in order to appreciate our fantastic new facility.

We hope the enclosed information will give you good insight into the role and will encourage you to apply.

Yours sincerely,

Mr S Parker  
Headteacher

**HLTA & Learning Resource Lead**  
**Grade 7 SCP 19-25**  
**Full time, Permanent**  
**Term time only (plus inset days)**

Do you want to make a real impact? Do you have a love of reading and an understanding that this can make a fundamental difference to the life chances of our children? Can you inspire young people to develop their reading skill, fluency and comprehension?

We are looking to appoint an experienced HLTA to plan and deliver interventions to students 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 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. Primary reading experience would be an advantage. The successful candidate will also nurture and develop our Learning Resource Centre (LRC). This is our new school library, where students enjoy reading both during lesson time and lunch times.

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.

For our staff, we are firmly committed to ensuring this is a job that can be enjoyed, where everyone can flourish, because we pay close attention to work/home balance. Across the Trust, we continue to develop strategies that take a common-sense approach to those aspects of the role that could become an unnecessary burden on workload - these include a proactive behaviour for learning approach which empowers teachers to focus on teaching, including centralised detentions and smart assessment, feedback & marking processes which minimise time spent on onerous tasks.

Our collaboration is central to our Trust and our Teachers learn together, sharing their practice and encouraging and supporting each other to get the best out of our working day. The successful candidate will have opportunities to work with colleagues across the Trust and Schools Alliance to support and develop the HLTA (Interventions tutor) with our family of schools.

#### **POST DETAILS**

This post is full time, permanent and term time only plus inset days. Working 37 hours per week between the hours of 8:30am-4:30pm Monday to Thursday and Fridays 8:30am-4:00pm

#### **HOW TO APPLY**

Please complete an online application form in full and return to [vacancies@endeavourlearning.org](mailto:vacancies@endeavourlearning.org), along with a personal statement to support your application and outline the relevant experience you can bring to Endeavour Learning Trust.

Applications should be submitted by 9am on Friday 19<sup>th</sup> April 2024

Interviews are to be held Tuesday 23<sup>rd</sup> April 2024

If you require any further information please contact our Recruitment Manager, Mollie at [m.fairhurst@endeavourlearning.org](mailto:m.fairhurst@endeavourlearning.org) or on 01772 817904

#### **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.

## Job Description



## Higher Level Teaching Assistant & Learning Resource Lead

To work closely with the English department, to plan 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 SENCO in the planning, development, delivery and evaluation of the effectiveness of the curriculum for pupil(s) identified as requiring additional reading interventions
- To possess an enthusiasm for reading for pleasure, and as part of this supporting the library.
- 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.
- Undertake review 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 evidence of working towards)	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 reading intervention programmes	D	<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"/>
Understanding of the current popular young fiction available and to conduct continuous research into this, to ensure students thirst for reading is addressed	D	<input checked="" type="checkbox"/>	<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"/>