



coop

Academies Trust

As a colleague at Co-op Academies Trust, you'll work within a diverse learning community, striving to deliver an outstanding working and learning experience for all. You will be joining a supportive, committed, and passionate team who work hard to ensure that everyone in our Trust can achieve their potential. And of course, you'll do all this whilst capturing the spirit of our vision and values and whilst role-modelling exceptional professional behaviours.

How to apply

The closing date for applications is Monday 17th June 2024 at 9am.

Applications can be completed through TES and submitted through the portal using the following link-

<https://www.tes.com/jobs/vacancy/send-higher-level-teaching-assistant-leeds-2052342>

Benefits

What you do here really counts. And we offer a range of benefits and rewards to recognise the part you play in our success. Whether they benefit your finances, your wellbeing, or your family, in or outside work. From career progression and working and making a difference within your local community, to a whole range of financial discounts and benefits, working at Co-op Academies Trust isn't just your standard job.

We offer competitive salaries and access to the Local Government Pension Scheme, as well as travel season ticket loans, 24-hour access to free money support, and for colleagues who want to save or need help managing finances we have savings and loan products which can be deducted from your pay.

We want you to stay happy and healthy. So as a support staff colleague you'll get the school holiday periods off work. And even better, we offer a free flu vaccine, cycle to work scheme; 24-hour access to free health and wellbeing support and discounted gym membership at Nuffield gyms.

We also offer a 10% discount on Co-op branded Food, with regular increased promotional discounts and offers at various points in the year.

Our Values

Co-op Academies Trust is committed to the values shared by cooperatives everywhere:

Self-help	we support learners, parents, carers and staff to help themselves
Self-responsibility	we encourage learners, parents, carers and staff to take responsibility for, and answer to their actions
Democracy	we give our learners, parents, carers and staff a say in the way we run our schools

Equality	we believe that the voice of each individual should be heard
Equity	we run our schools in a way that is fair and unbiased
Solidarity	we share interests and common purposes with our learners, parents, carers and staff, and with other schools in the communities we serve

We strive to demonstrate the following ethical values in everything we do:

Openness	we believe in being open with colleagues in our schools and beyond, children and their families, sharing information and ideas to raise standards and life chances
Honesty	we act in a professional and respectful manner in our dealings with everyone
Social responsibility	we maximise our impact on the people in our communities while minimising our footprint on the world
Caring for others	we treat everyone as we wish to be treated ourselves, understanding that children only have one childhood

We use our simple 'Ways of Being Co-op' to demonstrate our values:

- Do what matters most
- Be yourself, always
- Show you care
- Succeed together

SEND HLTA

Salary / grade range	SCP 23-25 37 Hours Term time plus inset days Actual Salary- £28,826- £30,440
Location	Co-op Academy Brierley
Reports to	Assistant Headteacher

Purpose of role:

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for the students and monitoring students and assessing, recording and reporting on students' achievement, progress and development.

Learning activities may take place in a variety of locations dependent upon the needs of the students within the provision and include school, community and home settings. Learning activities may include working in partnership with parents and other agencies to achieve learning objectives for the student and may also include advising and assisting parents/carers to effectively manage behaviours that impact on learning and progress.

Key accountabilities (and specific duties / responsibilities):

Supervision and Guidance

- Responsible to the line manager, but is expected to seek guidance from appropriate sources, including multi-agency partners involved in the effective running of the provision.

Range of Decision Making

- To make decisions using initiative where appropriate within established working practices. The post holder will be expected to use good common sense and initiative in all matters relating to:
 - the conduct and behaviour of individuals, groups of pupils and whole classes
 - the correct use and care of materials by individual and small groups of pupils
 - the safety, mobility and hygiene and well-being of the pupils

Responsibility for Assets, Materials etc

- To maintain the confidential nature of information relating to the schools, its pupils, parents and carers
- To be responsible for the care of all equipment and materials, within the classroom/designated area of the school in conjunction with other members of staff

- To be responsible for the care of all equipment and materials used in the home and community settings with students and their families.
- The provision, use and storage of equipment and materials prepared by the post holder and used by the children with whom the post holder is working

Range of Duties

Support for pupils

- Carry out observations in order to assess student needs and contribute to target setting, progression and tracking. Use this information to contribute to multi-agency plans including EHC plans. [Assess the needs of students and use detailed knowledge and specialist skills to support students' learning
- Using a range of strategies and approaches to establish productive working relationships with students, acting as a role model and setting high expectations in order to remove barriers to learning for students
- Promote the inclusion and acceptance of all students within the classroom and community settings
- Encourage students to interact and work cooperatively with others and engage all students in activities, whilst respecting the range of learning needs of all students
- Promote independence and employ strategies to recognise and reward achievement of self reliance
- Provide feedback to students in relation to progress and achievement
- Provide objective and accurate feedback to inform progress and review meetings
- Support the learning, social, emotional and personal care needs of individual students in accordance with racial, cultural, religious linguistic and dietary needs

Support for Teachers

- 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
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Production of lesson plans, worksheet, plans etc
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- To plan and deliver lessons to cover PPA for Class Teachers.

Support for the curriculum

- Develop, deliver and evaluate a curriculum to support the development of Students personalised outcomes
- Using a range of knowledge and strategies, deliver learning activities to students in a range of locations within agreed system of supervision, adjusting activities according to student responses/needs
- Use ICT effectively to support learning activities and develop students' competence and independence in its use
- 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
- To be responsible for promoting and safeguarding the welfare of students within the academy and implementing all associated policies (eg Child Protection)
- 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, including parent training and community support and outreach in order to create capacity
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class, where appropriate. Facilitate support from appropriate agencies and/or provide direct support where appropriate
- Deliver out of school learning activities within guidelines established by the school
- To support, uphold and contribute to the development of the Council'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
- Undergo essential training as required in order to continually extend specialist knowledge and cascade to others as appropriate

Line management responsibilities where appropriate

- Manage/Guide 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

The aim of the Job Description is to indicate the general purpose and level of responsibility of the post. Duties may vary from time to time without changing the character of the post or general level of responsibility. This is an outline Role Description only and the post holder will be expected to undertake duties commensurate within the range and grade of the post or any lesser duties as directed by the Headteacher.

The Academy is committed to the safeguarding and welfare of children and young people and expects all its employees and volunteers to share this commitment. This post is exempt under the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020, and the successful applicant will be subject to an enhanced check by the DBS

Personal attributes required (based on job description):

Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)
<p>Qualifications</p> <ul style="list-style-type: none"> ● HLTA Status or equivalent ● Evidence of further relevant study ● 5 GCSE's A*- C or equivalent 	Desirable	A
<p>Experience</p> <ul style="list-style-type: none"> ● Successful experience of working with young people ● Extensive recent experience of working with a range of young people with SEND ● Experience of working in a successful team ● Successful experience of leading learning activities with small groups ● Successful experience of communicating with parents in a formal setting ● Experience working with young people in a school setting ● Experience of assessing and identifying needs ● Experience of working with parents to support their children's learning 	Desirable Desirable Desirable	A/I
<p>Skills, ability and knowledge</p> <ul style="list-style-type: none"> ● Excellent communication skills ● An ability to plan and deliver programmes and interventions to meet specific needs ● An understanding of an inclusive school environment ● ICT literate ● The ability to understand and empathise with the school community ● The ability to prioritise and manage records and paperwork 		A/I

<ul style="list-style-type: none"> • The ability to contribute effectively to the planning and preparation of learning activities • An understanding of current educational issues • Working knowledge of a range of SEND Specific strategies 	Desirable Desirable	
<p>Personal qualities</p> <ul style="list-style-type: none"> • An ability to empathise with and motivate young people • The ability to review, evaluate and lead by example • A commitment and desire to continue learning • An ability to think flexibly and use a variety of strategies to engage young people in learning 		A/I
<p>Training</p> <ul style="list-style-type: none"> • Training related to SEND • Evidence of recent and relevant professional development 		A/I

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.