

Federation of Netley Abbey Infant & Junior Schools

Higher Level Teaching Assistant(D Grade) Application Pack

Excellence Everyday



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Introduction from our Federation Headteacher

Welcome!

Thank you very much for your interest in our schools. Netley Abbey Infant and Junior Schools are both Ofsted-rated good schools (Ofsted 2023). We are looking for an enthusiastic and creative higher level teaching assistant (HLTA) to join our staff team. This is the perfect role for a qualified, experienced HLTA who would like to join our highly-skilled and dedicated team.

As we teach the full primary curriculum across our Federation, we welcome candidates with any primary experience, as this mixture of skills would complement and enhance our current staffing.

Our children are happy and engaged in their learning. We have excellent facilities and a well-resourced learning environment. Our fantastic grounds enable us to develop learning outside the classroom. Visitors to the school regularly remark on the good behaviour of our children and their enthusiasm towards learning. We are told our schools have a welcoming atmosphere and we would like you to experience this as well.

Further details can be found in this pack and we are happy to answer any questions you have. We would be delighted to receive your application and look forward to meeting you soon.

Our vision & values …

Our Vision:

Rooted in fairness and compassion, we strive for excellence and resilience, shaping a learning community where children grow as respectful, kind, safe and confident learners.

How we achieve this (our mission):

Through the explicit teaching and showcasing of our ***pupil values***: Ready, Respectful, Safe and Kind.

Through our ***staff values*** of Kindness, Empathy, Excellence and Resilience - which inform every decision each of our staff make on a daily basis.

Resulting in:

Excellence Everyday!

Our Locality

The Federation of Netley Abbey Infant and Junior Schools, formed in 2020, comprises of two delightful schools serving the local community within the Itchen Valley. Both Netley Abbey Infant and Junior School share the same site within Hampshire with a variety of contrasting localities nearby including; the coastline, countryside, heritage site, a range of facilities and quiet villages. The shores of the Hamble River are a haven for yachtsmen and the school itself is only a short distance from the Royal Victoria Country Park which sweeps down to the water's edge at Netley and is an ideal place to pursue walking and water sports amongst many other leisure facilities.

The original primary school was opened in 1876 at Butlocks Heath. The junior school moved to the present site in 1974. The infant school was then opened in 1984 on the junior school site, having moved from the village centre. Our infant school comprises of three classrooms within each year group for our Reception, Year 1 and Year 2 Pupils. Within the junior school, we are also three-form entry with three modular buildings on our large site for our Year 3, 4, 5 and 6 Pupils. There are various playground areas and extensive playing fields. The school grounds provide a pleasant environment for the pupils and this is well utilised within our curriculum.







Early Years Foundation Stage

In our Federation we believe that a strong foundation is vital for future success. We facilitate children's learning through inspiring them with irresistible opportunities and 'magical moments'. We find out what the children's fascinations and interests are as a starting point before children begin school with us in Reception. We aim to create a welcoming, engaging and stimulating learning environment which encourages the children to explore, investigate and take their learning forward with the help and support of the skilled adults. Children are encouraged to become independent learners and to take responsibility for their own lines of enquiry, with inclusive and diversity at the heart.

Children learn in the Early Years Foundation Stage through child-led play as well as via teacher led inputs. Staff meet the individual needs, interests and stage of development of each child in their care. We know that children of this age learn in an unconscious way during informal interactions.







Key Stage One

As the children move into Key Stage 1, Netley Abbey Infant School allows for seamless transitions both environmentally and within the curriculum. This ensures the children feel safe and secure within their learning environment. Where we can we will use staff who know the children well, to move with them into their new year group. This enables all children to progress in their learning quickly without transition being a barrier.

The National Curriculum is divided up into learning adventures across the key stage. Planning has been carefully constructed utilising our curriculum overview documents of knowledge and skills for all subjects. Each year group will aim for consistent planning opportunities across the three classes. All learning adventures are planned with the children's interests in mind and begin with a hook which draws in the children's curiosity and culminates with an exciting and usually hands-on outcome.

Our Teaching and Learning Principles across the Federation are based upon the research of Mary Myatt ('High Challenge, Low Threat'), Rosenshine's Principles, Guy Claxton ('Building Learning Power') and Jon Hattie ('Visible Learning').

Outdoor learning is planned for within each learning adventure and outside areas are available for all classes in KS1 as well as the use of the field. This helps build on the foundations set within the children's first year in EYFS.







Key Stage Two

Our Federation transition package allows for pupils to move into Year 3 seamlessly, in readiness for the increase in challenge of the Key Stage Two National Curriculum, with secure relationships and happiness at the heart.

Planning is expertly created by our excellent teaching staff, based on what the children need to know and their current attainment. Although class teachers adapt planning for groups of pupils, the same general learning outcomes are consistently achieved across a year group.

Mary Myatt's curriculum development around challenge for all with low-threat task design has been key to our training across the junior school and has ensured all children experience a greater depth to their learning in all subjects. Teachers utilise their expert pedagogical knowledge to deliver engaging, high-quality inclusive teaching for all groups of pupils to achieve highly in every area of the curriculum. We learn to build knowledge and skills; because this gives pupils the best chances in life to achieve their best within our Federation, at secondary school and beyond!







What do our pupils want from our new HLTA?



kind

helpful

have empathy

supportive

humorous

fun

listens

What do Ofsted say about our Federation?

Adults work with skill, compassion and consistency to enable all pupils to succeed.

Pupils really enjoy coming to school. Classrooms are hubs of learning, active children fill the playground and pupils are sociable at lunchtime.

All pupils show politeness and respect for adults and classmates.

Leaders have high aspirations for all pupils at the school. The curriculum has been carefully designed, with a clear priority on reading.

Staff support pupils with specific needs well, giving careful consideration to make the learning accessible to all.

Leaders have high expectations for pupils' behaviour and model this in their own conduct.

Supporting the local community is a key focus of the school. Pupils consider the needs of others.

Governors know their responsibilities, and carry these out effectively. The dedicated staff are very supportive of one another.

Pupils are encouraged by staff to 'be the best that they can be' at this vibrant, inclusive school. One pupil summed this up, saying, 'The best thing about our school is that it is a community for everyone.'

One pupil was proud to share, 'From reading to Taekwondo, you can do everything here!'

Pupils explain their 'Netley Learning Model' with confidence, describing how they are encouraged to think about people's differences so that they learn to respect each other.

Leaders have developed an ambitious curriculum for all pupils.

Staff create a love of reading through initiatives such as the library book swap and by regularly sharing high-quality texts.

Pupils talk about books with enthusiasm and share detailed recounts of stories that teachers have read to them in lessons.

Leaders deliver a thoughtful programme that supports pupils' wider development.

One parent commented, 'You will find clubs suitable for everyone…teachers always have the best interests of children at heart.'

Job Description – HLTA (D Grade)

Main purpose

Under the direction of the Head of School and the Federation Head of Inclusions, work as a member of a team, providing and supporting appropriate learning experiences. To assist in pupil health, safety and welfare and emotional and behavioural support.

To provide learning activities for classes and deliver lessons, to individuals, groups or whole class, set by or with teachers, under the professional direction and supervision of a qualified teacher and to undertake a significant whole school responsibility.

Teaching and Learning – support for pupils

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher
- Use ICT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher
- To cover and lead class teaching (under supervision) as and when appropriate
- Direct the work, where relevant, of other adults in supporting learning
- Support for pupils
- Assist with Individual Education Plans (IEP's)

Job Description – HLTA (D Grade)

Duties and responsibilities cont.

Planning and Support for Teachers and the Curriculum

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons
- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- Plan how they will support the inclusion of pupils in the learning activities
- Working unsupervised, assist the teacher to create an appropriate learning environment
- Work with the teacher in lesson planning, adjusting plans as appropriate
- Evaluate pupils responses to activities through planned observation
- Participate in assessment to identify pupils who need extra help to overcome learning difficulties and assess progress
- At whole class level, contribute to and implement curriculum programmes

Working with parents/carers and relevant professionals and support for the school

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues
- Supervise pupils on school trips/out of school activities
- Provide training and support to staff as appropriate in area of strength/ expertise

Job Description – HLTA (D Grade)

Duties and responsibilities cont.

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Look after children who are upset or have had accidents

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures
- Add any other duties of particular relevance to your school and the role.

Other areas of responsibility

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school

Person Specification – HLTA (D Grade)



CRITERIA	QUALITIES
Qualifications, training and experience	• Good numeracy and literacy skills • Have GCSE, 'O' Level or equivalent qualifications in Maths and English. • Trained at least to NVQ 2 standard or equivalent knowledge, experience or skills (Desirable) • Higher Level Teaching Qualification • Experience of teaching whole classes on a regular basis • Experience of working with children, with special educational needs in a primary school setting or a parent or voluntary worker • Training in relevant learning interventions e.g. literacy or numeracy strategies (Desirable). • Have experience of using ICT as a learning tool (Desirable)
Skills and knowledge	• Understanding the ways in which children learn • Demonstrate a range of behaviour management strategies • Foster independence in a range of situations. • Adhere to the schools behaviour management policies. • Liaise and communicate effectively with others • Ensure pupils are learning at every opportunity • Reflect on and develop professional practice
Personal qualities	• Calm and organised approach to work under pressure • Work consistently and constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. • Resilience, flexibility and the ability to retain a sense of perspective • Maintain confidentiality at all times • Show initiative, drive and commitment to training and on-going improvement • Demonstrate good time management skills • Demonstrate a co-operative, reliable, 'can do' attitude

Application Process

Candidates should complete the application form and return it via email so that it is received no later than noon on the closing date.

E-mail address: hr@netleyabbeyschools.co.uk

You should provide a full statement in support of your application, which should not exceed two sides of A4 paper. Please do not restate the factual details already included elsewhere on the application form.

Selection Procedure: The shortlist will be drawn up and further details will be sent to those candidates called for interview. Applicants will be advised within 3 working days after the shortlisting date whether they have been successful or not. Failure to send your application form to the above email address may invalidate your application.

Equality Monitoring: All applications will be required to complete an Equality Monitoring form. Receipt of Application Applications are acknowledged within 2 working days of receipt.

Safer Recruitment: The Federation of Netley Abbey Infant and Junior Schools is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure & Barring checks along with other relevant employment checks."

Privacy notice: The Federation collects information about you in order to provide you with recruitment and employment services. We will use the information for the recruitment and selection process and, if successful, to activate employment with the School. The legal basis for processing your personal data is that it is necessary for the performance of the employment contract or in order to take steps before entering into a contract and is necessary for the County Council to comply with a legal obligation. The legal basis for processing special category data is that processing is necessary for the purposes of carrying out the rights and obligations in the field of employment, that it is necessary for the reasons of substantial public interest and that it is necessary for the purposes of the assessment of the working capacity of the employee.

Education in Hampshire



Choosing to teach in Hampshire may be the best move you can make. As one of the largest authorities in the country, we can offer an unrivalled diversity in teaching opportunities; from the challenges of the urban and city school through to the rural primary which will provide a vibrant environment for development and promotion. Hampshire schools are encouraged to operate and develop in a way which serves their local community, reflecting the cultural diversity the county has to offer. We feel this is best achieved through local management, with the Local Authority providing a supporting role wherever needed.

The county of Hampshire has over 170,000 school-age children in approximately 438 primary, 71 secondary and 26 special schools and other provisions. Whilst the majority are community schools, the LA has forged strong partnerships with Diocesan Bodies, and seeks to maintain the provision of places in Church schools. The county has 26 special schools, with an additional 42 units in mainstream schools, providing education and support for children with moderate, severe or complex learning difficulties, physical and sensory disabilities, and emotional and behavioural issues.

Hampshire's 'Early Admission' policy allows children to start school at the beginning of the school year in which they are five years old. At the other end of the age range, Hampshire was one of the first authorities in the country to establish a joint agreement on the 14-19 education of all students with the Local Skills Council.

With the County Office in Winchester, Hampshire Authority has an established network of advisors which provides a responsive and flexible service to the schools in their respective areas.

Hampshire's most recent Annual Performance Assessment confirmed that we are an Authority that provides excellent education and has an excellent capacity for further improvement. We are continually looking for innovative ways of improving standards in our schools, which can only be achieved through a commitment to our staff. To find out more about Hampshire and what it has to offer, visit our website at www.hants.gov.uk. Hampshire has a lot to offer. We hope you will join us.