

HLTA 0.6/Cover Supervisor 0.4 (Permanent)



bdat
Bradford Diocesan
Academies Trust

East Morton CE Primary School



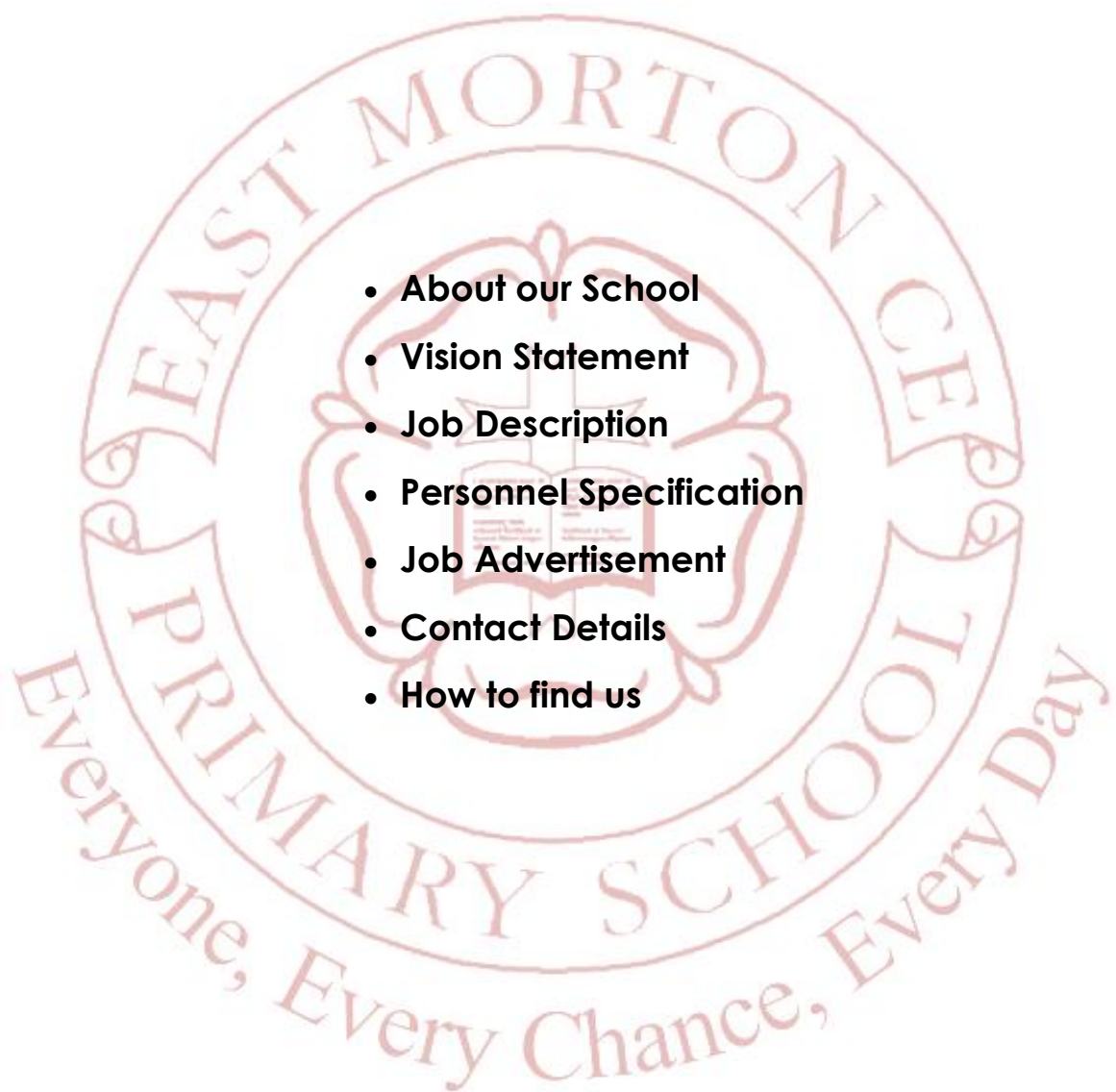
SCHOOL
MEMBER



 THE CHURCH
OF ENGLAND
Diocese of Leeds



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About our School



**"Enthusiasm, participation
& love of learning are
fostered in all aspects
of the school."**

Parent comment 2016/17

East Morton Church of England Primary School, which is an academy within Bradford Diocesan Academy Trust, lies at the heart of East Morton. Together with the church, a pub/restaurant and a thriving institute, it forms the hub of this pretty Yorkshire village.

Originally founded in 1845, the school moved to its present site in 1977 and was extended with three new classrooms in 2000. We have since been able to extend three of our smaller classrooms and our staffroom facility, and have created a purpose built music room. In Summer 2019, with funding from BDAT, we dramatically improved our Early Years provision with a major extension and dedicated outdoor area. The school grounds offer: a Multi Use Games Area; environmental garden including a pond and bird hide; a large tarmac play area with shelters; a sloping field and a beautiful, award winning garden.

**"...this school celebrates
the unique God-given
value of each individual
pupil, and ensures that all
are supported to achieve
the best possible
educational outcomes."**

SIAMS 2017

**"In your school
self-evaluation, you
identified pupils' personal
and social development
as being exceptional.
I found that these aspects
are undeniably real
strengths and central to
the school's success."**

OFSTED 2017

The school is very highly regarded and consequently oversubscribed. The majority of our children live in the village itself, which has several new housing developments, but some do live in the neighbouring towns of Keighley and Bingley. We offer parents both a Breakfast Club and an After School Care Club to extend our services beyond school hours.

There are 7 classes with over 200 children on roll. The staff are very professional and highly skilled and include a Headteacher, a Deputy Head, an Assistant Head, 6 full time Teachers, 3 part time Teachers, 10 Teaching Assistants and 8 office and support staff including an Executive School Business Manager. There is also a





“...a good and improving school in which parents rightly have great confidence and where pupils thrive.”

OFSTED 2017

very strong and supportive Governing Body which takes an active part in the continued development and improvement of the school.

The school aims to encourage the full development of all children. This involves accepting that each child is

different and that pupils thrive in a safe environment which provides relevant learning based on first hand experience. Our progressive, skills-based curriculum is enriched with many visits and visitors to school. All year 5 and 6 pupils experience residential visits and there is a wide range of extra curricular activities on offer and many sporting activities taking place throughout the year. In addition to this, all children are able to take part in musical concerts before leaving our school and have a choice of musical instruments to learn to play.

Children are encouraged to be self-disciplined and to take responsibility for their own actions. Behaviour for learning is excellent and parents are extremely supportive of the school. We encourage parental involvement and welcome volunteers from the community who help in school, for example by listening to readers.

“Pupils develop excellent personal and social skills and you are preparing them well for life in modern Britain.”

OFSTED 2017

The ‘Friends of Morton’ group work hard to raise additional funds for the school and there are strong links with the community, particularly St Luke’s Church. The school premises are shared with the local community; a pre-school group holds regular sessions in the school bungalow.

“Provision for pupils’ spiritual, moral, social and cultural development, rooted in strong values, is exceptional.”

OFSTED 2017

“...pupils and parents value the many opportunities for curriculum enrichment, especially the many sporting and music activities on offer.”

OFSTED 2017



Vision Statement



The School's Vision

All are inspired to achieve their full potential in our loving community of life-long learners, where:

- Everyone is valued;
- Every chance is provided for all to flourish in the security of God's love; and
- Every day brings the enjoyment of life in all its fullness.

**"...a second home
for our children."**
Parent comment

Core Values

At East Morton, 'Love' is our core value and it is from love which all of our six key values flow:

- Hope
- Peace
- Generosity
- Community
- Wisdom
- Justice



**"Your exceptional
vision has created a
community that celebrates
pupils and celebrates life."**
OFSTED 2017



Job Description: HLTA (0.6)

Higher Level Teaching Assistant

0.6 term time only

Start date: January 2020

Job Purpose:

A HLTA will work alongside the class teacher by utilising detailed knowledge and specialist skills to undertake 'specified work' allocated by the school or the teacher, and to provide care and supervision to the children. They will plan and deliver specified lessons, in all year groups, as required.

Duties:

A HLTA will:

Support for pupils

- be ready to receive pupils on arrival to school and from break or lunchtime;
- work with pupils on individual targets set by teaching staff;
- support pupils' learning activities, attend to additional learning needs, and help in development;
- help with the care and support of pupils;
- contribute to the health and well-being of pupils;
- establish and maintain relationships with individual pupils and groups;
- be an effective model for pupil behaviour.
- assist pupils in carrying out schemes of work and programmes set by teaching staff;
- support pupils' in their individual learning and development, for example, in their acquisition of cognitive and learning skills;
- help pupils to develop their literacy and numeracy skills, and thus to improve their attainment across the curriculum .

Support for the teacher

- help with classroom resources and records;
- contribute to the management of pupils' behaviour, both in the classroom and on the playground, as required;
- support the school curriculum, especially literacy and numeracy activities;
- provide support for learning activities;
- support the use of ICT in the classroom;
- assist in the maintenance of a safe environment for pupils and staff;
- assist in the presentation of display materials;
- support teaching staff or senior colleagues with routine administration.
- contribute to the planning and evaluation of learning activities;
- support teachers in planning and preparing lessons, resources and the classroom during weekly planning meetings;
- assist in the recording of pupils' progress;
- raise the awareness of teaching staff to the strengths and difficulties of individual pupils;
- assist teaching staff in the monitoring and evaluation of pupils' progress, providing them with feedback on observations undertaken;
- assist in the assessment of individual pupils;
- raise the awareness of teaching staff to any pressures on pupils which may result in behaviour problems;

Job Description: HLTA *continued*

- provide support for teachers in developing effective approaches to managing behaviour;
- assist in setting behaviour targets;
- assist in reviewing statements of Special Educational Needs.

Support for the school

- monitor effective working relationships with colleagues and parents;
- attend weekly staff briefing and staff meetings;
- contribute to the maintenance of pupils' safety and security;
- review and develop their own professional practice;
- recognise confidentiality, child protection procedures, Health & Safety, and the policies of the Governing Body and the MAT;
- assist the teaching staff in the smooth transition between educational phases;
- liaise effectively with parents and other parties, as required;
- review and develop their own professional practice to enhance and support the school development plan.

In addition a Higher Level Teaching Assistant will:

- deliver agreed lessons and learning activities to individuals, groups and whole classes as required;
- use specialist skills to undertake activities necessary to meet the physical and emotional needs of individuals and groups of children;
- provide written and verbal feedback to pupils in relation to progress and achievement, following the school marking and feedback policy;
- establish good working relationships, and to communicate with other professionals or agencies to support pupils' progress and achievement.
- undertake appropriate planning and preparation of lessons and interventions for individuals, groups and whole classes;
- implement agreed learning activities and teaching strategies, in liaison with the teacher;
- support pupils to achieve learning objectives and targets;
- assess the development, progress and attainment of pupils during lessons;
- support teachers in the development and implementation of Individual Education Plans (IEPs);
- report on the development, progress and attainment of pupils to the teacher responsible.
- identify own strengths and specialist areas, and use these skills to lead, support and advise others, as appropriate.
- provide out-of-school learning activities which conform to established school guidelines.

Personnel Specification: HLTA

Higher Level Teaching Assistant

All bullet points below are essential criteria for the post apart from the ones marked with (D)desirable

Experience	<p>Minimum of 2 years' experience of the following:</p> <ul style="list-style-type: none">• Recent experience of working in a school or other organisation with children of relevant age to promote learning.• Experience of working as part of a team.• Experience of supervising or managing staff.• Experience of working with pupils with additional educational needs, more able, special educational needs• Previous experience of working in a C of E Primary School (D)
Qualification/ Training	<ul style="list-style-type: none">• Meet Higher Level Teaching Assistant standards or equivalent qualification or experience.• GCSE (A-C) English and Maths or equivalent eg. Adult Literacy/Numeracy at level 2.• Training or willingness to undertake training in the relevant strategies eg literacy and/or in particular curriculum or learning area eg bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc.• Evidence of previous personal development.• Commitment to own personal and professional development.
Knowledge/ Skills	<ul style="list-style-type: none">• An understanding of the needs of a multicultural society.• An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs.• Thorough understanding of child development and learning processes.• Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.• Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies.• Knowledge of Health and Safety requirements.• Full working knowledge of behaviour management.• Knowledge of how to access support from internal/ external agencies• Knowledge of school procedures. (D)• Knowledge of Safeguarding/Child Protection procedures. (D)
Equality	<ul style="list-style-type: none">• Candidates should indicate an acceptance of and commitment to the principles underlying the Council's Equal Rights policies and practices.
Disposition/ Adjustment/ Attitude	<ul style="list-style-type: none">• Ability to relate well to pupils and adults.• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.• Ability to remain calm under pressure. <p><i>Continued on next page...</i></p>

Personnel Specification: HLTA *continued*

	<ul style="list-style-type: none"> • Demonstrate good co-operative, interpersonal and listening skills. • Demonstrate a commitment to working with children of the relevant age. • Good sense of humour. • Flexibility and willingness to accept change. • Willingness to share expertise, knowledge and experience. • Ability to self evaluate learning needs and actively seek learning opportunities. • Ability to work proactively and independently using own initiative. • Ability to organise, lead and motivate self and others. • Ability to work independently and as part of a team to deliver identified learning outcomes. • Constantly improve own practice/knowledge and learning from others. • Ability to prioritise conflicting demands and procedures. (D) • Able to support the distinctive Christian ethos of the school.
Practical & Intellectual Skills	<ul style="list-style-type: none"> • Excellent numeracy and literacy skills. • Use of relevant equipment, technology. • Can use ICT effectively to support learning. • Good organisational skills. • Ability to report, record and interpret information. • Ability to maintain order and keep pupils on task. • Ability to plan and prepare lessons.
Circumstances Personal	<ul style="list-style-type: none"> • Will not require holiday leave during term time. • Must be legally entitled to work in the UK (Asylum and Immigration Act 1996). • No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (CRB check required). • If driving is a feature of this post – must be licensed and appropriately insured (eg business use). • Must be flexible for '+5 days' - these will include attendance at all staff meetings, training days and twilights.
Physical/ Sensory	<ul style="list-style-type: none"> • Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995. • Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties. • For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the postholder to be capable of lifting and carrying pupils, within school policies and practices.

Job Description: Cover Supervisor (0.4)

Cover Supervisor

0.4 term time only

Start date: January 2020

LEVEL 3

Job Purpose:

A Level 3 Cover Supervisor will encourage pupils to participate in the social and academic life of the school, help enable them all to become more independent learners, help to raise their standards of achievement, and support teachers in the planning and preparation of lessons. They will also cover classes as required; following planning that has been left by the class teacher, up to a maximum of two full days per week.

Duties:

A Level 3 Cover Supervisor will:

Support for pupils

- be ready to receive pupils on arrival to school and from break or lunchtime;
- work with pupils on individual targets set by teaching staff;
- support pupils' learning activities, attend to additional learning needs, and help in development;
- help with the care and support of pupils;
- contribute to the health and well-being of pupils;
- establish and maintain relationships with individual pupils and groups;
- be an effective model for pupil behaviour.
- assist pupils in carrying out schemes of work and programmes set by teaching staff;
- support pupils' in their individual learning and development, for example, in their acquisition of cognitive and learning skills;
- help pupils to develop their literacy and numeracy skills, and thus to improve their attainment across the curriculum.

Support for the teacher

- help with classroom resources and records;
- contribute to the management of pupils' behaviour, both in the classroom and on the playground, as required;
- support the school curriculum, especially literacy and numeracy activities;
- provide support for learning activities;
- support the use of ICT in the classroom;
- assist in the maintenance of a safe environment for pupils and staff;
- assist in the presentation of display materials;
- support teaching staff or senior colleagues with routine administration.
- contribute to the planning and evaluation of learning activities;
- support teachers in planning and preparing lessons, resources and the classroom during weekly planning meetings;
- assist in the recording of pupils' progress;
- raise the awareness of teaching staff to the strengths and difficulties of individual pupils;
- assist teaching staff in the monitoring and evaluation of pupils' progress, providing them with feedback on observations undertaken;

Job Description: Cover Supervisor *continued*

- assist in the assessment of individual pupils;
- raise the awareness of teaching staff to any pressures on pupils which may result in behaviour problems;
- provide support for teachers in developing effective approaches to managing behaviour;
- assist in setting behaviour targets;
- assist in reviewing statements of Special Educational Needs.
- undertake appropriate planning and preparation of interventions for individuals, groups and whole classes with the support of a HLAT/Class Teacher

Support for the school

- support and uphold the Christian ethos of the school
- monitor effective working relationships with colleagues and parents;
- contribute to the maintenance of pupils' safety and security;
- review and develop their own professional practice;
- recognise confidentiality, child protection procedures, Health & Safety, and the policies of the Governing Body and the MAT;
- assist the teaching staff in the smooth transition between educational phases;
- liaise effectively with parents and other parties, as required;
- actively participate in teaching and learning activities and those deemed appropriate for the role as directed by the headteacher;
- review and develop their own professional practice to enhance and support the school development plan.

Personnel Specification: Cover Supervisor

Cover Supervisor

All bullet points below are essential criteria for the post apart from the ones marked with (D)desirable

LEVEL 3	
Experience	<ul style="list-style-type: none">• Experience of working in a team situation.• Experience of working with or caring for children of relevant age e.g. voluntary organisation or parental/caring responsibilities.• Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level (see Job Description)• Experience of working within EYFS (D)• Experience of leading whole class sessions in the absence of a teacher (D)• Experience of supporting the teacher in planning sessions for children (D)
Qualification/ Training	<ul style="list-style-type: none">• GCSE English and Maths or equivalent e.g. Adult Literacy/Numeracy at level 1.• Other relevant qualifications relating to the post e.g. Health/Childcare, first aid qualification.• Evidence of further training/development and/or willingness to participate in further training and development opportunities eg. Team Teach, Moving & Handling, Special Educational Needs.
Knowledge/ Skills	<ul style="list-style-type: none">• Will possess knowledge of the school's relevant procedures or practices. (D)• Support for the ethos of a Church school.• Will have an outline understanding of relevant legislation. (D)• Will have knowledge of some of the policies covering their service area. (D)• Problem solving skills.• Good communication skills.• Good numeracy/literacy skills.• Basic ICT skills.• An understanding of the needs of a multicultural society.• An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs.• Knowledge of childcare.• Awareness of child development.• Knowledge and commitment to schools Equality policy.• Ability to relate well to pupils and adults.• Ability to work constructively as part of a team.• Ability to remain calm under pressure.• Demonstrate a commitment to working with children of the relevant age.• Demonstrate good co-operative, interpersonal and effective listening skills.• Maintain confidentiality in matters relating to the school, its pupils, parents or carers.• Ability to perform all duties and tasks with reasonable adjustments where necessary.• Ability to cope with the requirements of the post, which will include working with pupils who have emotional/behavioural/physical difficulties.

East Morton Church of England Primary School *Everyone, Every Chance, Every Day*

HLTA 0.6/Cover Supervisor 0.4

Full time - term time only

Required from January 2020

Would you like the opportunity to work within a successful, values-centred school in which 'learners thrive' and 'staff potential is quickly identified'?

East Morton is a 'good', school (Ofsted, 2017) which provides 'outstanding' opportunities for the spiritual, moral, social and cultural development of both its learners and its staff. (SIAMS, 2017)

We can offer:

- Confident children who have a genuine thirst for knowledge
- A 'clear vision' for the future of the school
- A 'nurturing culture' for staff and learners alike
- A 'broad, balanced and creative curriculum'
- A comprehensive employee benefits scheme through BDAT, along with development opportunities across the trust.

We are seeking someone who is:

- An excellent practitioner
- Enthusiastic and passionate about their role
- Innovative and open to change
- Committed to providing an inclusive learning environment
- Fully supportive of our school's values and ethos
- Willing to engage fully with the local community

Visits to the school are actively encouraged for all potential candidates.

To arrange a visit, please contact: Ms Jackie Kelley, Office Manager
01274 569447 or email@eastmorton.bradford.sch.uk

Interested candidates should apply via Prospects Online using the BDAT application form which is also available on our website: www.eastmortonprimary.co.uk

Application deadline: Thursday 12th December at 12.00 noon

Interviews: Monday 16th December

All posts are subject to a probationary period of one term.

We are committed to safeguarding and promoting the welfare of children.

All posts are subject to an enhanced DBS check and references.

Proof of eligibility to work in the UK will be required.

Please note: CVs are not accepted for this post

Contact Details

School Contact Details

Headteacher: Kathryn Savage

Executive School Business Manager: Suzanne Spencer

East Morton CE Primary School, Street Lane, East Morton, Keighley, West Yorkshire BD20 5SE

Telephone: 01274 569447 Fax 01274 563159 Website: www.eastmortonceprimary.co.uk

How to find us

East Morton CE Primary School is located on the junction of Carr Lane and Street Lane in East Morton village, which is located between the towns of Keighley and Bingley in the Aire valley.

