



Higher Level Teaching Assistant (HLTA)
Scale 6 (£25,419- £27,514 pro rata)

30 hours per week, term time plus 5 days
actual salary £17,807- £19,274

Required for September 2022
Recruitment Information Pack

Immanuel College
Leeds Road
Idle, Bradford
BD10 9AQ

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Dear applicant,

Thank you for taking an interest in joining our incredible team here at Immanuel College. This is an exciting time to join us as we continue to grow and make progress on our journey towards being an outstanding provider of education in West Yorkshire and beyond.

We are a thriving and successful 11-18 Church of England school, a member of the Bradford Diocesan Academies Trust since 2016, serving the communities on the northern border between Leeds and Bradford.

Our Christian ethos, built upon foundations of perseverance, character and hope, is very important to us as it means that our students will develop in a caring environment. Immanuel means 'God with us' and sums up what we believe. Our last faith inspection confirmed we are an Outstanding church school that is outstanding at meeting the needs of all students. Joining Bradford Diocesan Academy Trust in 2016 has offered us a wide range of opportunities for colleagues to work with, and to support, colleagues across the entire Trust.

In 2019, Ofsted judged us a 'Good' school, which has *'established strong and determined middle and senior leadership teams, who are ambitious for the school's future and have the capacity to effect the rapid changes and actions the school needs to improve towards becoming outstanding.'* Our students make excellent progress and our GCSE and A Level results are good, with outstanding results in many subjects. We have a thriving and inclusive Post 16 provision and are proud of the successes of all our students, many of whom move onto higher education, including Russell Group universities.

Our next goal at Immanuel College is to become an Ofsted Outstanding school. The community we serve faces levels of socio-economic deprivation and the achievement of their children is a vital basis for their future life chances. As Headteacher I am fortunate to work with an extremely talented staff team who demand the highest standards of teaching and learning and deliver this with commitment and enthusiasm. We need staff with energy, drive and a passion for developing the potential of every student.

We offer a comprehensive and personalised CPD programme, consisting of internal and external courses and training, which are intended to develop teacher and support staff expertise. We place great emphasis on common goals and teamwork, and as a school we are consistently looking for ways to further 'raise the bar' for all of our students and staff.

If you share our enthusiasm for learning and improving the opportunities for young people, then please do not hesitate to get in touch.

I look forward to meeting you and reading your application.

Best wishes

Mrs Ellen Doherty - Acting Headteacher

Immanuel College Our Goals and Values

Immanuel College is founded on a Christian ethos with a strong aim of working cohesively in the best interests of our students. We are proud of being a fully inclusive school where we celebrate the diversity of our staff and students truly encompassing the view that we are all God's children. This is reflected in our vision:

"A whole school - a family of students, teachers, parents, carers, governors and the Church that puts our students' academic and personal development at the heart of all we do."

Our goal is to continue to be a successful school, by any measure, because we set high standards and we aim for excellence. We value our past but look to invest in our future to leave the school even stronger than when we joined it.

We will achieve the three pillars of our vision by living and breathing a common set of behaviours.

1. One School – The Immanuel Family

We are one school, a collective team that aims to bring the best of Immanuel to our students, recognising them as individuals. We create an enjoyable environment to learn and grow. Sharing and teamwork will be natural. We will:

- aim to get the best from our students
- be agile and flexible
- share knowledge and bring fresh insights
- always act in the interest of the whole school

2. A Place of Learning and Development

Our students and staff will relish their time and experience at Immanuel College. We have talented, enterprising and intellectually curious people who will use their knowledge and skills to achieve success. It is this purpose that enables us to attract, develop and excite students, staff and indeed all our stakeholders. We will:

- be positive and energise others
- invest in personal relationships
- listen with interest and curiosity, encouraging diverse views
- have a thirst for learning and developing others

3. Do the Right Thing

We take pride in all we do and do it with integrity, confidence and humility. We support one another and our communities. We have the courage to express our views. We will:

- put ourselves in each other's shoes
- never be satisfied with second best
- treat people in a way we would like to be treated
- always be brave enough to challenge the unacceptable
- act with integrity and enhance our reputation

We must all accept personal responsibility to play our part in driving our school, demonstrating these values and behaviours - opting out is not acceptable. Put simply, this is how we define success.

'You are all children of God There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus.' (Galatians 3:26-28)

About BDAT

Immanuel College is an Academy within Bradford Diocesan Academies Trust. If you are successful in being appointed, the Trust will be your employer.

General Information and Background

Bradford Diocesan Academies Trust (BDAT) is a Multi-Academy Trust (MAT) supporting a number of primary and secondary academies in Bradford. BDAT is the only Church of England MAT operating in Bradford, as part of the Diocese of Leeds.

BDAT is a charity, governed by a board of trustees who are responsible for, and oversee, the management of the company. The Memorandum and Articles are available on the Trust's website at www.bdat-academies.org.

Our mission statement

"The Trust's mission is to provide an education of the highest quality within the context of Christian belief and practice." We believe every child only has one chance at a good education.

In practice, as a Trust, we seek to work with and alongside the academies in our Trust to provide a good quality of education to all children in our academies. The Trust does this through operating a light touch support role for academies at times of challenge and by establishing collaborative structures and processes to enable our academies to work together and share good practices. As our family of academies continues to grow, we are constantly looking at how we can continue to improve to establish effective and efficient ways of partnership working.

Our growth

BDAT was established in 2012 to support both primary and secondary Church schools needing support within an academy model. As of February 2021, the BDAT family of schools consists of 17 schools: thirteen primaries and four secondaries. For more information on BDAT, visit www.bdat-academies.org.

Our Christian ethos

BDAT is a proudly Christian organisation committed to providing high-quality education for all within an ethos which encourages academic, vocational, mental, physical, and spiritual opportunities and development for each member of its academies. Whilst robust Christian principles underpin the work of the Academy, everyone is encouraged to explore their own spirituality and to recognise and understand that of others. It is for this reason that we choose to support and sponsor Non-Church of England Academies, as well as those within the faith

Inclusion

As a Trust we are an inclusive employer. We welcome applications from candidates of all backgrounds, faith, ethnicities or with any protected characteristics. We are simply looking for the very best candidate for the job and will assess your application only on the information in your written application or your performance at interview should you be successfully shortlisted.

We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, gender, religious beliefs, marital status, sexual orientation or disability. The person specification sets out the criteria used to assess candidates through the selection process.

Application Process

The closing date for all applications is 9am on Tuesday 7th June 2022.

Completed applications must be returned to Katie Green at Immanuel College ideally by email to katie.green@immanuel.bdat-academies.org

Postal applications should be returned to Katie Green, Immanuel College, Leeds Road, Bradford, BD10 9AQ.

All applications will be acknowledged within 24hrs. Should you fail to receive a confirmation, please call 01274 659827.

An email will be sent to shortlisted candidates with details of the interview process. If you have not heard from us within 2 weeks of the closing date please assume your application has been unsuccessful.

Queries

If you have any queries on any aspect of the application process or need any further information please contact Katie Green on 01274 659827 or email katie.green@immanuel.bdat-academies.org



Job Description

POST TITLE: Higher Level Teaching Assistant

SCALE: 6 – 30 hours term time only plus training days

The following information is furnished to assist staff joining the College to understand and appreciate the work content of their post and the role they are to play in the organisation.

Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings therefore may have been used below; in which case all the usual associated routines are naturally included in the job description.

PRIME OBJECTIVES OF THE POST:

To work alongside and support the SENCO in planning and organising support for students with SEND within teaching and learning, including the management of the Learning Support Assistant team.

SUPERVISION AND GUIDANCE:

- Ultimately responsible to the Head Teacher but managed by the SENCO or person with delegated responsibility.
- Working under the direction of the class teacher on a day-to-day basis.
- Use initiative in the pursuance of school policies, procedures and programmes.

RANGE OF DECISION TAKING:

- To make decisions within established working practices and procedures
- To exercise personal judgement and discretion within established practices and procedures to deal with confidential and sensitive issues appropriately.
- The post-holder will be expected to use good common sense and initiative in all matters relating to the prime objectives of the post.
- To ensure consistency and accuracy of information.

RESPONSIBILITY FOR ASSETS, MATERIALS ETC:

- To maintain the confidential nature of information relating to the school, staff, students, parents/carers and external partners.

- To be responsible for the safe keeping of computerised data; ensuring the requirements of GDPR are met.

CONTACTS

Internal at all levels, Parents/carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Education Bradford, Contractors, External Agencies.

RANGE OF DUTIES:

- ❖ Work in partnership with the SENCO to support, liaise and communicate with the Learning Support Assistants (LSAs) on a daily basis
- ❖ Organisation and daily management of the LSAs timetables to ensure appropriate support to relevant students, including those with EHCP's
- ❖ Organisation and allocation of LSAs to support in assessments/examinations and attendance at annual reviews and other meetings as determined by the SENCO
- ❖ Undertake other administrative roles as directed by the SENCO (e.g. sharing information with LSAs, updating IEPs, access arrangement data and the SEND register as well as gathering information from LSAs for student referrals or EHCA's)
- ❖ Provide high level support to students with SEND within lessons (mainstream and AXIS)
- ❖ Supervise/escort individuals and/or groups of students during the school day (e.g. lift duty, form time activities, intervention sessions and social times)
- ❖ Support and lead specific intervention sessions as directed by the SENCO
- ❖ Work alongside the SENCO in organising the provision for all students with special educational needs and disabilities (SEND) within the school
- ❖ Maintain a thorough working knowledge of legal legislation, policies and procedures related to SEND, including the SEN code of practice (COP)
- ❖ Maintain a thorough working knowledge of the school's policies and procedures related to SEND, including the SEN Information Report, Child Protection, Safeguarding and Inclusion policies
- ❖ Other duties as required by the SENDCO to support students with SEND

NOTE

1. As an equal rights employer we are committed to make any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Qualifications	<ul style="list-style-type: none"> GCSE (or equivalent) in English, Mathematics, ICT, Community Language to gender, race and disability in an educational context Level 4 Certificate for Higher Level Teaching Assistants (HLTA) or willingness to obtain 	<ul style="list-style-type: none"> Relevant ICT qualification (e.g. CLAIT, word-processing, excel) Qualifications relating to SEND, Learning Support, Health Child Care, Youth Work or practical skills 	Application form
Experience	<ul style="list-style-type: none"> Experience of working with children of similar age with a range of SEND to provide highly effective support Experience of working alongside SENCO in the successful deployment of appropriate support Use of basic ICT within daily role (e.g., email, word and excel) 	<ul style="list-style-type: none"> Additional, including specialist, experience of children with Special Educational Needs in different settings Experience of specific support coordination role (i.e. coordinating support timetables, attending meetings/reviews, planning/ leading intervention sessions) 	Application form, interview, reference
Training	<ul style="list-style-type: none"> Prepared to undertake further job-related training as required Willingness to participate in In-service training 	<ul style="list-style-type: none"> Training in the area of SEND, Learning Support, Health, Child Care, Youth Work or relevant practical skills 	Application form, interview
Special Knowledge	<ul style="list-style-type: none"> Knowledge of children of similar age group, including how children learn Knowledge and understanding of inclusive practice and the SEND Code of Practice Knowledge and understanding of the different areas of SEND An understanding of the needs of children in a multi-cultural society 	<ul style="list-style-type: none"> Additional knowledge in the areas of Learning Support, Health Child Care/practical skills (e.g. first Aid) or other relevant skills 	Application form, interview, reference

Personal Circumstances	<ul style="list-style-type: none"> • Must be legally entitled to work in the UK (Asylum and Immigration Act 1996) • Will not require holiday leave during term time • No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/ finance • Good time keeping – must be able to report for work at specific times 		Sight of appropriate documentation as specified in interview letter References and interview
Disposition and Attitude	<ul style="list-style-type: none"> • Approachable, courteous and able to present a positive image of the school at all times • Able to work as part of a team, flexible, dependable and loyal, whilst remaining firm and fair • Able to exercise patience, kindness and sense of humour • Able to cope with the challenges of school life, prioritising conflicting demands and pressures • Ability to maintain confidentiality in matters relating to the school • Able to subscribe to the school's ethos statement • Able to work well as part of a team • Able to relate well to others • A good level of ICT skills 	<ul style="list-style-type: none"> • A willingness to be involved in the wider community life of the school • A willingness to assist with additional supervisory duties e.g. lunchtime duties • Able to demonstrate an active Christian commitment • A willingness to help with extra-curriculum activities. 	Application form, references and interview
Practical and Intellectual Skills	<ul style="list-style-type: none"> • Able to understand and carry out instructions • Able to keep appropriate and accurate records • Able to use initiative within school policies and practices 	<ul style="list-style-type: none"> • The ability to speak a second language 	Application form, interview, reference

	<ul style="list-style-type: none"> • Good standard of written and spoken English • Ability to express oneself clearly • Good numeracy skills • Good ICT skills 		
Physical and Sensory	<ul style="list-style-type: none"> • Ability to cope with requirements of the post • For posts working with students who have physical difficulties it may be necessary for the postholder to be capable of lifting and carrying students', within school policies and practices (minimum of 18 years of age) 		Identified by application form, interview
Equal Opportunities	Candidates should indicate an acceptance of, and a commitment to, the principles of the Council's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to community.		Application form, interview

This Personnel Specification

This personnel specification described the job requirements on which the short listing and selection decision will be based. To be selected for an appointment you must be able to show that you meet all the 'essential' requirements for the post. The very best candidates are most likely to also meet the 'desirable' criteria. To ensure that the short-listing panel can make a proper assessment of your suitability for the post, please ensure that the application shows how you meet the requirements set out in the personnel specification.

References and Police Checks

All offers of appointment will be subject to receipt of satisfactory references. The post will be subject to a search of police criminal records and appointments to this post will be conditional upon confirmation by the police of information provided to us by the applicant.