

The journey starts here...



## Clayton St John C of E Primary School Recruitment Pack



### Higher Level Teaching Assistant (HLTA) Fixed term 6<sup>th</sup> January 2025 to 31<sup>st</sup> August 2025

Full time 32.5 hours, Term time plus 5 days

**Scale:** Band 8, SCP 17-22

**Actual Salary:** £22,919 to £24,896 per annum

**Hours:** 8:15am to 3:30pm, (45-minute lunch)

**Closing date:** 9:00am, Wednesday 27<sup>th</sup> November 2024

**Interview & Tasks:** Wednesday 4<sup>th</sup> December 2024 or

Thursday 5<sup>th</sup> December 2024

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**Dear Prospective Applicant,**

Thank you for taking an interest in this role. This is an exciting opportunity for an outstanding candidate who is highly motivated with successful school experience.

The ideal candidate will have the skills, experience and knowledge to provide support to the school with aspirations to develop further. We are looking for someone with enthusiasm for all aspects of school life. In return we offer you the opportunity to contribute to the future of Clayton St John CofE Primary.

Clayton St John CofE Primary is a 2-form entry Church of England Primary School and part of the Bradford Diocesan Academies Trust (BDAT), a growing, Christian, Multi-Academy Trust based in Bradford.

Clayton St John is a pupil-centred place of learning, fully committed to providing all the children in its care with the highest quality of education. Our goal at Clayton St John CofE Primary is to become an outstanding school that delivers educational excellence. You will be fortunate to work with a new leadership team that demands the highest standards of teaching and learning and deliver this with commitment and enthusiasm. We are seeking to appoint an someone who has the drive and commitment to contribute to the success of our children.

Clayton St John is part of a Trust, a family of 21 schools. The 16 Primary schools have close working relationships supporting each other every day, you will become an integral part of the family. You will both support and be supported by the schools and the Trust central team both educationally and operationally, benefiting from the expertise within the Trust to challenge, support and give additionality.

This is an exciting opportunity for a talented and forward-thinking professional to make a sustained and substantial contribution to the growth and development of the school and the wider BDAT family.

We hope the enclosed information is helpful and encourages you to apply; we look forward to meeting you and reading your application.

*Gemma Emsley*

**Gemma Emsley**  
**Headteacher, Clayton St John CofE Primary School**

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## Clayton St John C of E Primary School

### Vision and Values

Our vision and values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils as confident, happy citizens.

#### Clayton St John 'School Values & Behaviours to be Proud of'

Our School Values.....

#### RESPECT

**R: Resilience** - To take risks and be confident to have a go and not give up when mistakes are made.

**E: Encouragement** - We are motivated by our family, friends and teachers and rejoice in God's love.

**S: Security** - The love, care and responsibility we are given make us feel safe at school.

**P: Pride** - Achieving individual goals and successes to be the best we can be.

**E: Empathy** - The ability to understand and share the feelings of others.

**C: Collaboration** - Working together we respect our differences and listen to each other.

**T: Trust** - With faith in God's love and each other, we can live the life we want to live.

#### CSJ Be Ready Rules....

- Be Kind
- Be Safe
- Be Respectful
- BE YOUR BEST!

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## About BDAT

Clayton St John CofE Primary School is an academy within Bradford Diocesan Academies Trust. The successful candidate will be employed by BDAT although their main place of work will be at Clayton St John CofE Primary school. BDAT strives to be diverse and inclusive employer a place where we can ALL be ourselves. We encourage and welcome applications from everyone.

### 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 and is 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](http://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 them 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. We believe this means we are big enough to achieve business economies of scale whilst being small enough to retain our family of schools approach where we are truly able to know, understand and support each other.

### 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.

### ICARE

At BDAT we have considered the importance, effectiveness and sustainability of how we tackle issues like racism and other types of discrimination across all areas of our MAT and within each of our schools. We have led a Trust wide consultation to ensure we understand what we mean by inclusion and to look at what we can do differently centred around the Trust values: "ICARE". To download our ICARE consultation documents please [click here](#)

### BDAT People: Our Faculty of Professional and Career Development

The BDAT Faculty of Professional and Career Development brings together into a single entity all that we currently do to recruit, develop and retain our staff. The Faculty provides the strategic direction to ensure that our professional and career development supports school improvement and drives our vision of BDAT as an employer of choice. By bringing all our work in this area under 'one umbrella' it ensures our staff know about BDAT's development offers and how they can be accessed. <https://bdat-people.org/>

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## **Job Title: Higher Level Teaching Assistant**

**Scale: Band 8, SCP 17-22**

**Actual Salary: £22,919 to £24,896 per annum**

**Hours: 32.5 hours, Term time plus 5 days. 8:15am to 3:30pm, with a 45-minute lunch break**

### **Job Purpose:**

To complement the professional work of teachers by taking responsibility for e.g., Music, IT and/or French under an agreed system of supervision. This may involve PPA cover, planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring students and assessing, recording and reporting on students' achievement, progress and development.

### **Main Duties and Responsibilities:**

#### Support for students

- Assess the needs of students and use detailed knowledge and specialist skills to support students' learning.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all students within the classroom.
- Encourage students to interact and work co-operatively with others and engage all students in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to students in relation to progress and achievement.
- Develop and implement IEPs.
- Support students consistently whilst recognising and responding to their individual needs.

#### Support for the teacher

- 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.
- Supporting the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on student progress/achievement etc.
- Production of lesson plans, worksheet, plans etc.



- Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Administer and assess/mark tests and invigilate exams/tests.

#### Support for the Curriculum

- Deliver learning activities to students within agreed system of supervision, adjusting activities according to student responses/needs.
- Deliver local and national learning strategies <<eg. literacy, numeracy, better reading, key stage 3/4/5>> and make effective use of opportunities provided by other learning activities to support the development of students' skills.
- 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.
- 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.
- Contribute to the identification and execution of appropriate out of School learning activities which consolidate and extend work carried out in class.
- Deliver out of School learning activities within guidelines established by the School.
- To support, uphold and contribute to the development of the School 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.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting students.



## Personnel Specification

PLEASE NOTE: When completing your application please demonstrate evidence of impact for each of the attributes below as appropriate.

Qualifications	Essential	Desirable
Educated to GCSE English & Maths A-C or equivalent	✓	
Level 4 NVQ for Teaching Assistants or equivalent qualification or educated to graduate level.	✓	
HLTA Status or QTS	✓	
Experience & Skills	Essential	Desirable
In-depth knowledge of childcare with an understanding of the principles of child development and learning processes.	✓	
Excellent organisational and problem-solving skills with the ability to work proactively and independently.	✓	
Experience of planning, marking and delivering whole class lessons.	✓	
Ability to understand classroom roles and responsibilities	✓	
Understanding of and commitment to following all safeguarding procedures of the school.	✓	
Excellent communication skills.	✓	
Evidence of having previously spoken fluently to customers at an Advanced Threshold Level	✓	
Experience of working with pupils with additional educational needs	✓	
A good knowledge of positive behaviour management strategies.	✓	
Ability to act upon own initiative.	✓	
Training	Essential	Desirable
Evidence of further training/development and/or willingness to participate in further training and development opportunities.	✓	
Special Knowledge	Essential	Desirable
Knowledge of basic Health & Safety in the workplace.	✓	
Ability to maintain confidentiality and understand data protection.	✓	
Personal Circumstances	Essential	Desirable
Flexible in terms of working evenings on occasion in line with school calendar	✓	
Eligible to work in the U.K.	✓	
No contra-indications in personal background/criminal record indicating unsuitability to work with children/young people	✓	
Emulate the <b>RESPECT</b> values of Clayton St John:-	✓	



<i>Resilience - Reliability Enjoyment – Passion for Teaching &amp; Learning Security – Safeguarding &amp; Wellbeing Pride – Celebrating the successes of our school Excellence – Strive for excellence Collaboration – Working as a team Trust – Honesty &amp; Integrity</i>		
<b>Disposition/Attitude</b>	<b>Essential</b>	<b>Desirable</b>
Be a good team player.	✓	
Be a good communicator with pupils, staff and visitors.	✓	
A calm and caring nature.	✓	
Be productive and work with enthusiasm.	✓	
Be willing to be supportive of the Christian Ethos and distinctive nature of our church school.	✓	
Reliable, dependable and calm in difficult circumstances.	✓	
<b>Practical / Intellectual Skills</b>	<b>Essential</b>	<b>Desirable</b>
Punctual, reliable and trustworthy.	✓	
Able to manage time effectively.	✓	
To be thorough and pay attention to detail.	✓	
<b>Physical / Sensory</b>	<b>Essential</b>	<b>Desirable</b>
Must be able to perform all duties and responsibilities in work location with reasonable adjustments where appropriate	✓	
<b>Equality &amp; Safeguarding</b>	<b>Essential</b>	<b>Desirable</b>
Candidates should indicate an acceptance of, and a commitment to, <ul style="list-style-type: none"> <li>the principles of the school’s equal opportunities policies and practices as they relate to employment issues and to the delivery of services to the community”.</li> </ul>	✓	
Be committed to Safeguarding and promoting the welfare of children and young people	✓	

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## How to Find Us

### MAP



Clayton St John C of E Primary School, Bradford Rd, Clayton, Bradford BD14 6DD

T: 01274 815862

W: [www.claytonce.co.uk](http://www.claytonce.co.uk)

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## Selection Process Guidance

### Safeguarding

We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. All posts are subject to an enhanced criminal records check via the Disclosure and Barring Service (DBS) and an online check. We will assess the candidate's suitability for working with children as part of the selection process. We will check the accuracy of all information and investigate any perceived anomalies. We take up references prior to interview and use these to verify the information you have given us. Firm offers of employment are never made without satisfactory references.

### 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.

### Visits to the school

Visits to the school are warmly welcomed by prior arrangement, you will not be disadvantaged if you are unable to visit. Please contact Maryam Ahmed (Office Manager), via email: [office@claytonce.bdat-academies.org](mailto:office@claytonce.bdat-academies.org) to arrange a mutual appointment. The visit will give you an opportunity to ask questions about the role and the school to assess if this is somewhere you would like to work.

### Applications

Please ensure that all parts of the application are completed via MyNewTerm. We do not accept CVs as part of the selection process. Please ensure that you demonstrate how your experience and skills make you suitable for the position.

### Shortlisting

We assess all applications against the person specification criteria using the evidence you provide in your application. This is done by a panel of senior staff and governors. We carefully check all applications for anomalies.

Candidates who best meet the person specification will be invited to an interview. We will notify you via MyNewTerm with e-mail confirmation. If you are unsuccessful, you will also be informed.

### References

We request references for all candidates who are invited to interview. Requests will be made at the same time that candidates are invited to interview. Your first referee should be your current or last, employer.

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### **Interview Process**

The interviews will be held at the school and will consist of tasks and a formal interview. These are designed to allow you to demonstrate your skills and abilities. You will be asked to bring proof of qualifications and identity with you.

### **Final Selection**

Following the tasks and formal interview, we will use the person specification as a guide to select the most suitable candidate for our school. We will then telephone each candidate to inform them of the outcome. We will give brief feedback during this telephone conversation.

### **Offer of Employment**

We will make a verbal offer of employment by telephone on the day of the interview and this will be confirmed in writing. Any offer is made subject to:

- References satisfactory to us
- A satisfactory DBS check
- A satisfactory online check
- Provision of proof of identity and qualifications

### **Induction and Probation**

All new staff will be part of an induction programme including Safeguarding Child Protection Training as soon as possible after their start date and at least once every academic year thereafter.

All new staff will be subject to a probation period which will be outlined in the employment contract.

### **Record Keeping and data protection**

Records will be kept of:

- Job description and person specification;
- Shortlisting criteria;
- Any interviews conducted, including interview notes and any scoring undertaken;
- Reasons for selecting and rejecting candidates.

The BDAT retention policy states that applications and interview notes for unsuccessful candidates are retained for a period of six months

### **Timeline**

**Closing date: 9:00am, Wednesday 27<sup>th</sup> November 2024**

**Interview: Wednesday 4<sup>th</sup> December or Thursday 5<sup>th</sup> December 2024**