



**STOUR VALE
ACADEMY
TRUST**



HIGHER LEVEL TEACHING ASSISTANT (HLTA)



HLTA

Part Time (32.5 hours per week)

Permanent

Term Time Plus One Week

Grade 7 - SCP 18 to SCP 23 (£30,559 to £33,366) Pro Rata

Actual Salary: £23,378 to £25,525 per annum

Pay Rise Pending

Start Date: As soon as possible

We are seeking a Higher Level Teaching Assistant to join our Academy. You will be delivering and overseeing a wide range of interventions within our SEND hub for students in both key stage 3 and 4. You will have an integral role with monitoring student progress and supporting our students to succeed.

Stour Vale Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. We will carry out pre-appointment checks including DBS and will disqualify any applicant where we consider the outcomes to be unsatisfactory. This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974.

We are equally committed to ensuring that no applicant will be disadvantaged or discriminated against because of their protected characteristics under the Equality Act 2010.

For an informal conversation to discuss the role, please contact:

Mrs Debbie Collins

SENCo

Oldbury Academy

Stour Vale Academy Trust

0121 533 3750

Closing Date: 9.00am on Friday 20th June 2025

Interviews: TBC

ABOUT OLDBURY ACADEMY

Oldbury Academy is a large secondary school in Sandwell who provide excellent all round education for our pupils. Our success is built upon high quality teaching and learning and an excellent pastoral system to support students.



The comments in our recent OFSTED report in December 2021 highlight the commitment we have to our pupils and wider school community in providing an excellent educational experience.

Oldbury Academy was graded 'GOOD' in all areas.

OFSTED 2021:

The school is well led. The headteacher is committed to making sure pupils receive the best education possible. Able senior and middle leaders support him with this aim

Pupils study an ambitious curriculum

Teachers carefully plan what pupils should learn in lessons

Teachers share high expectations of behaviour. They expect pupils to focus on their work understand the school's values and what is

expected of them. They respond positively to these expectations.

The school is an orderly environment. This helps pupils to concentrate on their work

Pupil's behaviour in lessons and around the school site creates a calm atmosphere

Bullying is not tolerated

Pupils' work is frequently checked and there are high expectations of written work. Pupils value this

Leaders and teachers understand how to safeguard pupils. There is a team of safeguarding leaders who work together well

Oldbury Academy offers a wonderful professional opportunity to work alongside an excellent team of staff. We are fully committed to ensuring that our school is a place of learning where people are happy, healthy and successful.

Pastoral care for pupils is strong and relationships between staff and students reflect this. We have high expectations of ourselves and our students. Our vision 'CARE' underpins all that we do at Oldbury Academy.

- Celebrate together
- Achievement for all
- Respecting each other
- Expectations to succeed



ABOUT STOUR VALE ACADEMY TRUST

Our multi-academy trust was founded in 2017 and developed from collaboration between schools, the significant positive impact of which convinced three schools, two secondary and one primary, that together we would have much greater capacity to continuously improve. Over time, Stour Vale has steadily grown. We began as a cross-phase multi-academy trust and as we have grown, both secondary and primary schools have joined us. There are currently thirteen member schools, six primary, one junior, one infants with day nursery and five secondary.

As a successful family of schools, delivering high-quality education for the communities we serve, Stour Vale values its diversity. Each school brings their own distinct character, community, history and identity. We celebrate the uniqueness of member schools, recognising that there is a great deal to learn from education in different contexts. This is also the reason why we remain outward-looking, committed to learning from research and excellent practice across the education system.



OUR VISION AND VALUES

Stour Vale Academy Trust holds children and young people at the heart of all that we do. We recognise that as a multi-academy trust we exist in order to advance education for the public good. Our mission, therefore, is to improve life opportunities for children and young people by both providing the best possible education and care to pupils in Stour Vale member schools and by having a positive impact across the wider education system. Our values are encapsulated in four words:

OUR VALUES



INTEGRITY

By always acting with integrity we will deploy our resources appropriately to provide the very best education and care for pupils. This approach will enable us to recruit and retain the best staff who share our values.

We recognise our responsibility to support and challenge member schools to have a positive impact on the lives of children and young people, our communities and the wider educational system.

RESPECT

We are committed to treating everyone with respect and promoting equality.

Stour Vale member schools are safe and inclusive schools. We value and celebrate the diversity of pupils, colleagues and the communities we serve. We believe that developing pupils' character and their own commitment to treating others with respect must sit alongside the pursuit of academic excellence.

COLLABORATION

Stour Vale Academy Trust exists because we believe that effective collaboration has a positive impact on the life opportunities of children and young people.

We believe that working collaboratively together we have much greater capacity to realise continuous improvement in all member schools. Therefore, we seek to actively promote positive, impactful collaboration, most often with school-based staff taking the lead.

EXCELLENCE

We are committed to constantly pursuing excellence and improving all aspects of our work as a trust.

Excellence in teaching and learning, curriculum and character development is our primary focus. This will be achieved by realising our ambition to provide top-level professional learning for all colleagues, developing leadership in every role and providing exceptional back-office services such as HR and finance.

[SVAT.ORG.UK](https://svat.org.uk)

We describe our shared approach to school improvement as 'secure autonomy'. Headteachers, with school leadership teams and staff, have autonomy to lead school improvement in their own schools, responsively and in collaboration with others within and beyond our trust. We believe that this approach enables us to grow, attract and retain excellent school leaders and to develop the most innovative and impactful school improvement strategies. We recognise that this autonomy must be secured within the structure of the multi-academy trust, and our model of challenge and support for impact, underpinned by our shared values, ensures sustained school improvement and a sharp focus on outcomes for pupils. This in turn realises our ambition that **Stour Vale** member schools will *create the difference together*.



Job Description

HLTA

Core Purpose:

- Complement the work of teachers by taking responsibility for developing and delivering agreed learning activities under an appropriate system of supervision. This can include planning, preparing, and delivering learning activities or being responsible for specific provision for individuals/groups/whole classes.
- Play a significant role in the educational, personal and social development of designated students, advancing learning under the direction and guidance of relevant colleagues (e.g. the Headteacher, SENCO, phase leaders and class teachers).
- Employ skilled strategies and techniques developed through highly specialist knowledge/ significant experience to support students in accessing the curriculum, engaging with their learning, and achieving their full potential.
- Deliver measurable impact on student attainment as well as social and emotional well-being, the benefits of which are likely to extend beyond the individual student or class in order to have a wider positive impact.
- Undertake specified work, including delivering lessons to small groups or whole classes on a regular basis within an agreed system of supervision and pre-determined framework.
- Support, coach or manage other colleagues to develop their practice.
- Implement planned learning activities/ teaching programmes as agreed with the teacher, adjusting activities according to students' responses as appropriate.
- Work collaboratively with relevant colleagues to fulfil the requirements of the role.
- Provide specialist support and expertise in one or more areas to advance learning. For example:
 - an aspect of the curriculum
 - age range or key stage
 - SEND
 - EAL
- The duties of the Higher Level Teaching Assistant will be determined by the Head Teacher, or appropriate senior leader, and will be arranged to meet the needs of the school and pupil(s) being supported, possibly including those with an Education Health Care Plan (EHCP).
- Responsible for the management and development of other teaching assistants in conjunction with the SENCo.

Legal and Statutory Requirements

The Higher Level Teaching Assistant's professional duties must be carried out in accordance with the following:

- The Stour Vale Academy Trust scheme of delegation
- The provisions of all applicable legislation
- Keeping Children Safe in Education (KCSIE)

Main Activities

Supporting Learning

- Supervise classes or groups of pupils undertaking activities prepared or initiated by teaching staff, where this is appropriate, either as:
 - A planned and scheduled activity within the school timetable, or
 - An occasional requirement arising from short-term teacher absence.
- Plan, prepare and deliver specified learning activities to individuals, groups and/or classes modifying and adapting activities as necessary.
- Support and supervise pupils undertaking designated activities in a group or on an individual basis and to assist their learning and development by:
 - Clarifying and explaining instructions.
 - Reinforcing relevant aspects of the planned teaching programme, particularly literacy and numeracy.
 - Being sensitive to the requirements of all pupils and encouraging their participation and independence.
 - Assisting pupils with the appropriate use of materials and resources, including ICT applications.
 - Contribute to the identification and selection of pupils for specific interventions, for example social skills, literacy or numeracy.
 - Delivery of specific whole school interventions.
 - Provide feedback to pupils.
- Use teaching and learning objectives to plan, evaluate and adjust lessons/work plans as appropriate within agreed systems of supervision.
- Effective use of positive behaviour management techniques and strategies with support where required. Encourage pupils to take responsibility for their own behaviour.
- Adapt communication style and language to suit individual pupils and their specific needs. Demonstrate skill and a range of techniques to enable inclusion and responsiveness to the individual.
- Provide specialist support e.g. SEN, EAL or in a particular learning area.
- May be involved with organising and implementing individualised development plans for pupils e.g. IEPs, including attending reviews.
- May be required to provide short term cover supervision of classes.

Resources

- Preparation of appropriate materials and resources and contribution to the organisation of the teaching and learning environment.
- Identify and create learning resources where appropriate. Assist with the availability, set up and use of identified learning resources.
- Produce or adapt bespoke resources and learning materials which may be specialised or targeted for use in intervention groups or in lessons.
- Highlight and recommend specific resources that may be used to support pupils.
- May be responsible for the monitoring and maintenance of a limited range of stocks/resources.
- May be responsible for presenting displays.

Exams, educational visits and other supervision

- May invigilate exams and tests.
- May assist escorting pupils on educational visits.
- May assist with break time supervision including facilitating games and activities.

Personal and welfare support

- May assist pupils with dressing, hygiene and eating whilst encouraging independence.
- Support pupils in their personal, emotional and social development.
- May provide pastoral support to pupils e.g. as form tutor.

Systems, policies and procedures

- May contribute to the development of policies and procedures.
- Responsible for the careful and safe use of equipment.
- Responsible for the safety and wellbeing of pupils in the classroom.

Team involvement

- Undertake day-to-day management and support of Teaching Assistants, or other defined support staff, for example, MDSAs. This may include:
 - Liaising with the Headteacher, leadership team or appropriate teaching staff on relevant issues.
 - Holding staff meetings or briefings.
 - Undertaking or contributing to performance reviews.
 - Participating in recruitment activities.
 - Contributing to staff induction, mentoring, and training.
- May demonstrate own duties to new or less experienced staff.
- Support, advise, coach and/or monitor less experienced teaching assistants, students, volunteers.
- Contribute to Performance Development reviews.

Building relationships

- Work in partnership with teachers to ensure that individual learning needs are met, discuss student progress, and share strategies and concerns. Liaise and decide on appropriate strategies with differentiation to allow individuals to fully access the lesson.
- Communicate knowledge and understanding of pupils to other professionals to facilitate informed decision making about required intervention and provision. This may include engagement with external agencies and specialist support.
- Support the role of parents/carers in pupil's learning and contribute to meetings with parents/carers to provide constructive feedback on pupil progress/achievement.
- Liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning.
- May liaise with external agencies on a regular basis.

Record keeping and information management

- Contribute to basic monitoring, evaluation and assessment of pupil progress. Record and report on data.
- Provide targeted and focused support and feedback to pupils as a result of effective monitoring and assessment techniques. Assess, record and report their achievements, progress and development.

- Engage with the SENCO, as well as colleagues, to play an active role in monitoring, evaluating, assessing and reporting on the needs of specific pupils and their short and long term learning goals.
- Active role in planning, organising and implementation of aspects of the Educational Health and Care Plan (EHCP) under the guidance and leadership of the SENCO.
- Ensure all written and electronic records and reports are accurate, comprehensive and timely.

Other responsibilities

- Take responsibility for promoting and safeguarding the welfare of children and young people within the school in line with reporting policies and procedures.
- Supervise children during break and lunchtime, as required.
- Identify and pursue opportunities to learn, develop and share best practice.
- To promote and reinforce the Trust and School policies, practices and procedures, including an awareness of child protection, and health and safety responsibilities.
- Have high expectations of behaviour, promoting self-control and independence for all children, working within our behaviour policy.
- Be aware of, and comply with, policies and procedures relating to safeguarding, child protection, health and safety, confidentiality and data protection, recording/ reporting all concerns to the appropriate person and disclosures to the relevant professional.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall vision and values of Stour Vale Academy Trust.
- Attend and participate in meetings, training and other learning activities and performance development as required.
- Any other duties commensurate with the duties/responsibilities/grade of the post.

Duties may vary according to the organisational structure within the school. The structure may include additional posts that are focused on either delivering or supporting the delivery of one or more of the responsibilities outlined above.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher/senior leader to carry out appropriate duties within the context of the job, skills and grade. It is the practice of Stour Vale Academy Trust to periodically review job descriptions to ensure that they relate to the job performed and to incorporate any changes. In these circumstances, Stour Vale Academy Trust will seek to reach agreement on reasonable changes but, where agreement is not reached, Stour Vale Academy Trust reserves the right to make changes to the job description, following consultation.

Stour Vale Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether “spent” or “unspent”. Criminal convictions will only be taken into account when they are relevant to the post.

Person Specification

HLTA

No	Categories	Essential	Desirable
QUALIFICATIONS & EXPERIENCE			
1.	Holding HLTA status.	◆	
2.	NVQ level 2 (or equivalent) in Maths and English (or equivalent).	◆	
3.	Other relevant specialist training.		◆
4.	Experience of working as a Teaching Assistant.	◆	
5.	Training or expertise in a relevant curriculum or other learning area.	◆	
6.	Experience of working with children across the range of ages served by the school.	◆	
7.	Experience of working with children who have specific special / EAL needs and challenging behaviour.		◆
QUALIFICATIONS AND TRAINING			
8.	Able to undertake specified work with individuals, groups and whole classes.	◆	
9.	Able to plan, prepare and deliver specified learning activities to individuals, groups and/or classes, modifying and adapting activities as necessary.	◆	
10.	Able to use teaching and learning objectives to plan, evaluate and adjust lessons/work plans as appropriate within agreed systems of supervision.	◆	
11.	Able to provide specialist support e.g. SEN, EAL or in a particular learning area.	◆	
12.	Able to organise and implementing individualised development plans for pupils e.g. IEPs.	◆	
13.	Able to contribute to development of EHCPs for individual pupils.	◆	
14.	May provide short term cover supervision of classes.	◆	
15.	IT and keyboard skills to allow recording and reporting on the development, progress and attainment of pupils.	◆	

16.	Able to communicate at all levels both verbally and in writing.	◆	
17.	Able to work calmly and efficiently under pressure.	◆	
18.	Able to manage staff.		◆
PERSONAL QUALITIES			
19.	Ability to relate well to adults and pupils.	◆	
20.	Able to work constructively as part of a team and provide leadership where appropriate.	◆	
21.	Ability to organise self and others.	◆	
22.	A calm, positive nature and able to adapt quickly.	◆	
23.	A good understating of own development needs.	◆	
24.	Commitment to developing self.	◆	
25.	Able to demonstrate leadership and management skills.		◆
26.	Commitment to safeguarding and promoting the welfare of children and young people.	◆	
27.	Genuine respect for others and desire for equality of opportunity and diversity.	◆	
28.	Ability to work as part of a team understanding Trust roles and responsibilities and your own position within these.	◆	
29.	Can-do attitude and solution-focused approach with an ability to manage expectations and not over promise.	◆	
30.	Have a willingness to demonstrate commitment to the values and ethos of Stour Vale Academy Trust.	◆	

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CONTACT US

For informal talks please contact:

Mrs Debbie Collins
SENCo
Telephone: 0121 533 3750

Please visit our website: <http://www.oldburyacademy.org.uk>