



Whitby School
Ad finem terrae

**Advanced Teaching Assistant
and / or
Higher Level Teaching Assistant**

Whitby School

Recruitment Information Pack

NYES

**Resourcing
Solutions**

Contents

About the School	3
Application Process	4
Job Description and Person Specification	5 – 12
Applying for a job with North Yorkshire Council	13

Whitby School

Whitby School is a new school; an exciting development for the Whitby community. Our school will be a positive, warm, and welcoming school where pupils will aim to do their very best and take pride in their achievements. By constantly challenging our pupils to excel, we will nurture aspirations and strive to cultivate a lifelong love of learning in our young people.

We are looking for colleagues who will provide a creative, safe, and caring environment where every child is known and cared for as an individual. In this climate, every young person can thrive as they develop in personality, character and intellect and become a highly successful learner and individual.

We believe we can provide a unique education for our young people. As a school at the heart of the community it serves, we will work in partnership as a school community to ensure our children not only receive a broad and balanced education but also allow them to enjoy the area they live in and make a positive wider contribution to the area.

At Whitby School, every pupil will be known, valued, and cared for as an individual. We will celebrate our pupils' talents, achievements, and successes, and understand and support pupils where they need help. We believe that every pupil has the ability, strength, talent, and determination to achieve their potential. As a school, we will therefore aim to provide our pupils with the very best education possible, by providing a wide and comprehensive curriculum and extra-curricular activities.

Whitby School will open in September 2024 following the merger of Eskdale School, Caedmon College and Whitby Sixth Form. The school will be split across two main sites: Lower School (Y7 & Y8) will be based on our Airy Hill site and Upper School (Y9-Y13) will be based on our Prospect Hill site.

If you are looking for your next career move, then join us as we look forward to beginning an exciting new chapter for secondary education in Whitby.

Application Process

The closing date for all applications is **9am, Monday 10th June 2024**

Interviews will be held on the week shortly after the closing date.

Apply Via the NYC Jobs Page

Please contact us if you need an application form in a different format.

Unfortunately we do not accept CVs.

An email will be sent to shortlisted candidates with details of the interview process.

When applying please take into account the following:

Supporting Information

The supporting information section of your application should clearly evidence your ability to meet the requirements we have outlined in the person specification (see application pack). This will be used to shortlist applicants for this role and therefore it is imperative that you provide evidence as requested.

References

When completing your application, please provide two employment referees. Generally, this is your current and most recent employer.

Queries

Informal chats with our Headteachers are welcomed. For queries or to arrange a call with the Headteacher / Head of Department, please contact:

Chloe Bullen at Chloe.Bullen@northyorks.gov.uk or on 01609 536 964

We actively welcome you to contact us to chat through the role and talk informally about the school/post and how working here will make a real difference to the children and young people in the area.

Please note this post is in regulated activity and exempt from the rehabilitation of Offenders Act 1974 and therefore subject to an enhanced DBS certificate and barred list check. An online search may be conducted for successfully shortlisted applicants.

Post title:	Advanced Teaching Assistant (ATA)
Grade:	CD
Responsible to:	Head Teacher / Higher Level Teaching Assistant / Senior Advanced Teaching Assistant/ SENCO/Inclusion Manager
Staff managed:	None
Directorate:	Children's and Young People's Service
School name:	
Job family:	E - Education/School
Date of issue:	August 2023

Context Statement

Advanced Teaching Assistants are based in schools and educational settings, responsible for assisting and contributing to the planning, delivery and evaluation of the learning process. The postholder will typically work with groups of learners, under the supervision of a qualified teacher. They can be responsible for working within a specific area (e.g. pastoral, behaviour, SEN), depending on the needs of the educational establishment.

Can be responsible for working within a specific work area, e.g. Pastoral, Behaviour or SEN

An Enhanced DBS Check is required for this post.

Job purpose

To work, under the direction of the class teacher and other appropriate staff, in assisting in and contributing to the planning, delivery and evaluation of the learning process. The post holder will work in classes, or other appropriate locations with access to support and guidance, supervising groups and /or individual pupils.

To assist in the induction and development of classroom support staff as required.

Supporting Learning and Development:

- Assist in the planning and evaluation of learning activities with the teacher. Deliver learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to support the needs of allocated pupils
- With the class/subject teacher, plan and deliver small group interventions, with clear objectives and appropriate learning outcomes
- Monitor and record pupil responses and learning achievements and give appropriate feedback to teachers towards the overall assessment of pupil progress and attainment made by the teacher and other professionals
- Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning

	<ul style="list-style-type: none"> • Support and assist in the development and implementation of appropriate behaviour management strategies • Take account of the effects of different parenting approaches, backgrounds and routines, and be involved in home school liaison, as directed by the class/subject teacher • Support pupils in their social and emotional wellbeing in implementing relevant social, health, and physical programmes, including for those with health, social and physical needs • Escort and supervise pupils on educational visits and out of schools activities under the supervision of a teacher • Undertake break supervision as required
Communication:	<ul style="list-style-type: none"> • Establish rapport and respectful, trusting relationships and communicate effectively with pupils, their families and carers, and other agencies / professionals • Initiate appropriate and effective communication with the class teacher, and other professionals, forging and sustaining relationships across agencies
Sharing Information:	<ul style="list-style-type: none"> • Assess, record and report on pupils' attainment and progress within assessment and reporting processes • Participate in meetings with other staff, external professionals and parents regarding pupils, in a support capacity to the teacher, who will normally lead on such matters • Assist in the induction and development of classroom support staff, cascading information and good practice • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality • Participate in staff meetings • Share information confidentially about pupils with teachers and other professionals as required
Safeguarding and Promoting the Welfare of Children and Young People:	<ul style="list-style-type: none"> • Carry out tasks associated with pupil's personal hygiene and welfare, including personal intimate care, physical and medical needs, whilst encouraging independence • Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate
Administration / Other:	<ul style="list-style-type: none"> • Assist the teacher and work as directed in preparation of the classroom and resources for planned work to take place • Undertake routine clerical duties as required • Support the use of ICT and adhere to relevant policies • Supervise and provide access arrangement for pupils sitting internal and external examinations and tests, ensuring that examinations comply with Examination Board Regulations • Participate in appraisal, training and other learning activities

Person specification:	
Essential	Desirable
<p>Knowledge and Experience</p> <ul style="list-style-type: none"> • Good understanding of child/ young people’s development and learning processes • Understanding of individual children and young people’s needs • An understanding that children/Young people have differing needs and knowledge of inclusive practice • Appropriate experience working with children in an education setting 	<ul style="list-style-type: none"> • Knowledge of Behaviour Management techniques • Knowledge of Child Protection policies and procedures • Knowledge of Health and Safety legislation • Experience in other relevant skills e.g. art/music/sport • Experience of delivering evidence based interventions that accelerate learning
<p>Occupational Skills</p> <ul style="list-style-type: none"> • Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers • Behaviour management • Good reading, writing and numeracy skills 	<ul style="list-style-type: none"> • Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable timeframe
<p>Behaviours</p> <ul style="list-style-type: none"> • Demonstrable interpersonal skills • Ability to work successfully in a team • Able to exercise judgement • Confidentiality • Flexibility Link 	<ul style="list-style-type: none"> • Creativity

<p>Professional Qualifications</p> <ul style="list-style-type: none"> • Relevant NVQ Level 3 or equivalent 	<ul style="list-style-type: none"> • Appropriate first aid training (Dependent on the school's needs - insert as appropriate)
<p>Other Requirements</p> <ul style="list-style-type: none"> • To be committed to the school's policies and ethos • To be committed to Continuing Professional Development • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes • Ability to use authority and maintaining discipline • An empathy for equality and diversity 	

Post title:	Higher Level Teaching Assistant (HLTA)
Grade:	F (without line management) and G (with line management)
Responsible to:	Head Teacher / Senior Management Team/ SENCO/Inclusion Manager
Staff managed:	Manages a team of support roles
Directorate:	Children and Young People's Service
School name:	
Job family:	E - Education/School
Date of issue:	August 2023

Job Purpose:	To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.
	To advance pupils' learning in a range of classroom settings, including working with individual pupils or groups and whole classes where the assigned teacher is not present, e.g. PPA time or covering short term absence. Activities involve planning, preparing and delivering learning lessons as well as monitoring pupils, assessing, recording and reporting on pupils' achievement, progress and development, under the direction of the class/subject teacher.
	May have specific responsibilities for the management and development of key areas within the school and/or management of other support staff (minimum of 3) including the allocation and monitoring of work, appraisal and training.
Supporting Learning & Development	<ul style="list-style-type: none"> • Cover short term teacher absence and communicate pupil work as planned by the classroom teacher and manage pupil behaviour • Within an agreed system of supervision, plan teaching and learning objectives, prepare and deliver learning activities and evaluate and adjust lessons/work plans according to pupil responses/needs • Monitor, record and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives • Interact with pupils in ways that support the development of their ability to think and learn, and work independently • Support the development and implementation of appropriate behaviour management strategies, to anticipate and manage behaviour constructively, promoting self-control and independence • Support pupils in their social and emotional wellbeing, and develop and implement related social, health and physical programmes

	<ul style="list-style-type: none"> • Take account of the effects of different parenting approaches, background and routines, and be involved in home school liaison • Encourage and motivate pupils to promote independence and resilience and increase self-esteem • Participate in the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc. • Accompany or act as a group leader on educational visits, and other activities outside of the classroom, supervising the pupils • Provide supervision during breaks as required
Communication:	<ul style="list-style-type: none"> • Establish constructive and respectful relationships with parents/carers, exchange appropriate information, facilitate their support for their child's attendance, access and learning and support home to school and community links. • Play an appropriate part in establishing effective relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
Sharing Information:	<ul style="list-style-type: none"> • Provide objective and accurate feedback and reports on pupil attainment, progress and other matters, ensuring the availability of appropriate evidence • Participate in meetings with other staff, external professionals, and parents, regarding pupils, in a support capacity to the teacher, who will normally lead on such matters • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality • Participate in staff meetings • Share information about pupils with teachers and other professionals as required
Safeguarding and Promoting the Welfare of Children/Young People:	<ul style="list-style-type: none"> • Assist pupils with personal hygiene, and welfare, including physical and medical needs, whilst encouraging independence • Be responsible for promoting and safeguarding the welfare of pupils that you are responsible for and come into contact with, reporting concerns as appropriate
Administration/Other:	<ul style="list-style-type: none"> • Organise and manage an appropriate learning environment and resources • Co-ordinate the activities of students entering the school for the purpose of work experience/ work placements • Support the use of ICT to advance pupils' learning and use common ICT tools for own and pupils' learning • Assist with administrative support e.g. dealing with correspondence, compilation/ analysis, reporting on attendance, exclusions etc., making phone calls • Manage a team of support staff working across the school, including the appraisal, training and deployment of staff • Participate in the recruitment/ induction/ appraisal/ training/ mentoring of other support staff working across the school

- Supervise and provide access arrangements for pupils sitting internal and external examinations, ensuring that examinations comply with Examination Board Regulations
- Under the guidance and supervision of a class teacher be responsible for marking the register or being a form tutor
- Participate in training and appraisal

Person Specification:	
Essential	Desirable
<p>Knowledge and Experience</p> <ul style="list-style-type: none"> • Good understanding of child/young people’s development and learning processes • Understanding of individual children and young peoples’ needs • An understanding that children/Young people have differing needs and knowledge of inclusive practice • Significant experience of working with children in an educational setting 	<ul style="list-style-type: none"> • Knowledge of Behaviour Management techniques • Knowledge of Child Protection and Health & Safety legislations and procedures • Line management /supervisory experience • Experience of delivering evidence based interventions that accelerate learning • Experience in a relevant specialism e.g. Art/Music/Sport
<p>Occupational Skills</p> <ul style="list-style-type: none"> • Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable timeframe • Good written and verbal communication skills: able to communicate effectively and build good relationships with all teachers, children, young people, families and carers 	
<p>Behaviours</p> <ul style="list-style-type: none"> • link 	
<p>Professional Qualifications</p> <ul style="list-style-type: none"> • Level 2 numeracy & literacy qualification or equivalent • HLTA status or QTS ** <p>** It is essential that Higher Level Teaching Assistants are assessed against and meet the HLTA standards, or have Qualified Teacher Status to enable them to deliver teaching and learning activities to a whole class</p>	<ul style="list-style-type: none"> • Appropriate first aid training (Dependent on the school’s needs - insert as appropriate) • Relevant NVQ level 4 or foundation degree
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Creativity

<ul style="list-style-type: none"> • Demonstrable interpersonal skills • Ability to work successfully in a team • Able to exercise discretion and judgement • Confidentiality • Flexibility 	
<p>Other Requirements</p> <ul style="list-style-type: none"> • Enhanced DBS clearance • To be committed to the school's policies and ethos • To be committed to Continuing Professional Development • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes • Ability to use authority and maintaining discipline • The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post. 	

APPLYING FOR A JOB WITH NORTH YORKSHIRE COUNCIL

IMPORTANT ADVICE ON COMPLETING THIS APPLICATION

Your application form plays an important part in your selection. Please ensure you address all the essential requirements listed in the specifications. The following advice should help you to complete the application form as effectively as possible.

Data Protection

The information that you state on this application form will be used by the school and the Council to consider you for a job vacancy. To find out about how we use your personal data for the purposes of recruitment please see our Privacy Notice at www.northyorks.gov.uk/working-us.

Rehabilitation of Offenders

The post you are applying for requires you to have an enhanced Disclosure and Barring Service criminal records check for work with children, with a barred list check if you work in regulated activity. This check for disclosure of criminal history will include spent convictions, pending prosecutions / current court proceeding and police enquiries.

Should you be shortlisted, you will be asked to disclose full details of your criminal history prior to your interview. This includes any information deemed relevant as part of Keeping Children Safe in Education which may arise in an online search undertaken on shortlisted candidates. This information may be discussed with you at your interview in order to assess job related risks, but we emphasise that your application will be considered on merit and ability and you will not be discriminated against unfairly. Failure to disclose this information will result in any offer of employment being withdrawn.

Please also see the policy statement on the Recruitment of Ex-offenders below.

Information in Support of your Application

Every post advertised is supported by a full person specification. The specification lists all the essential skills, experience and qualifications which are necessary for the job and the criteria against which you will be assessed, both through your application form and at interview.

As part of the application process, you may have been asked to demonstrate within this application form how you meet some or all of the criteria or key competencies outlined in the person specification. Rather than simply repeating your career history, look at the skills and experience required by the job and provide evidence that you possess them by giving **specific and detailed examples** which include a focus on outcomes and on your own contribution to the scenario. Try to use different and varied examples wherever possible.

When completing these sections, do not forget the skills and experience you have gained outside full-time work. Outlining your previous work experience or other responsibilities may help you to uncover skills which you have taken for granted and which are clear signs of your ability to do the job.

Canvassing

You must not try to influence an elected Council Member, any council employee or a member of the school governing body, to act in your favour, as this will disqualify you. If you are related to a Councillor, a Council employee or a governor you must indicate this in the relevant section of the application form.

Policy Statement on the Recruitment of Ex-offenders (Source www.gov.uk)

1. As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), this school complies fully with the DBS [code of practice](#) and undertakes to treat all applicants for positions fairly.
2. This school undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.
3. This school can only ask an individual to provide details of convictions and cautions that it is legally entitled to know about. Where a DBS certificate can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 as amended, and where appropriate Policy Act Regulations as amended) this school can only ask an individual about convictions and cautions that are not protected.
4. This school is committed to the fair treatment of its staff and potential staff, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability or offending background.
5. This school has this written policy on the recruitment of ex-offenders, which is made available to all DBS applicants at the start of the recruitment process.
6. This school actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. Candidates are selected for interview based on their skills, qualifications and experience and criminal record information is only requested from short-listed candidates.
7. A disclosure is only requested from the DBS after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a criminal record check is identified as necessary, all application forms, job adverts and recruitment briefs will contain a statement that a DBS certificate will be requested in the event of the individual being offered the position.
8. This school ensures that all those who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences.
9. This school also ensures that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.
10. At interview, or in a separate discussion, this school ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
11. This school makes every subject of a criminal record check submitted to DBS aware of the existence of the [code of practice](#) and makes a copy available on request.
12. This school undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment.