



## Penistone Grammar School Higher Level Teaching Assistant

Never Stop Flying



# Penistone Grammar School

Never Stop Flying

Principal: Mr P Crook (B.Ed Hons)

Huddersfield Road, Penistone, Sheffield, S36 7BX

[www.penistone-gs.uk](http://www.penistone-gs.uk)

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@PenistoneGS



Achieving Excellence through a Values Driven Education

21 June 2024

Dear Applicant

Thank you for expressing an interest in Penistone Grammar School. I hope that the information in this pack is helpful in providing an insight into our learning community.

Penistone Grammar School really is a special place to work. There's no doubt that our amazing student body of 1,900 and our state-of-the-art building, set in beautiful surroundings, make coming to work worthwhile. However, what really makes Penistone the school it is, is our staff. Our success as a school is directly attributable to the collaborative interaction and support between colleagues, complemented by a commitment to doing all they can for the benefit of each and every one of our students. We value the unique contribution each member of staff makes to our learning community.

If you would like to apply for this post, please complete the attached application and write a supporting statement on the following:

- Why you want to apply for this post
- Your relevant experience and skills that make you a suitable candidate

Your statement should be no more than 2 sides of A4 (font size 12). If you have any queries about any aspect of the post, please do not hesitate to contact Sue Williams, HR Officer on 01226 762114 ext 1022 or [swilliams@penistone-gs.uk](mailto:swilliams@penistone-gs.uk)

Yours sincerely

Mr Paul Crook  
Principal



Aim High



Be Determined



Be Brave



Be Supportive



Be Proud

## Penistone Grammar School

We are a large and successful school with state-of-the-art facilities. The school comprises of 1900 students including 300 post 16 students. We are fully committed to meeting the needs of all our students and providing them with the very best teaching and learning. Students come to us from the small town of Penistone and from the surrounding villages. We also take students from further afield and we are over-subscribed. Our intake is genuinely comprehensive although we have retained Grammar School in our name to maintain the link with our history.

As the Principal, I am very excited about our future plans and as a staff we are working hard to make the most of our building to ensure that we can provide fantastic new and exciting learning opportunities. We already share our best practice with other schools. Our ICT infrastructure is first class and the strategic development of ICT is central to the learning and teaching agenda for the school. This is a major focus of the Continuous Professional Development (CPD) programme to make sure that our staff have the skills to deliver new courses and to deliver learning in new and innovative ways. We are focussed on developing our students' ability to learn how to learn and we respond in a structured way to the individual needs of learners. Within this context we are always exploring new approaches to learning for both students and staff. At PGS we are researching and developing the very best pedagogical practice to ensure that Penistone is a flagship for innovation and creativity.

We are a vibrant, oversubscribed 11 to 18 comprehensive school with excellent GCSE results across all subjects; we are recognised as one of the highest performing schools in the region in terms of Key Stage 4 outcomes. Our A level results and destinations are equally impressive, with the school placed in the top 10% for performance nationally (according to DFE Figures) and over 98% of all students gaining entrance to their university of choice in 2023.

Our school culture is built around our 5 Core Values: Aim High, Be Brave, Be Determined, Be Proud and Be Supportive. We are also extremely proud of our Values Driven approach. Our last Ofsted inspection was very positive, confirming that we are securely 'good' in every category.

We have a great deal to offer, we are a happy educational community where the quality of relationships is of paramount importance for both our students and staff. You will be part of an excellent staff team whose aim is to deliver the highest quality learning opportunities for our students and to ensure that they achieve at the highest possible level. We will support your professional development and work with you in the achievement of your professional objectives.

You will work hard if you join us, but the rewards will be great. We hope you are creative, energetic, skilled, knowledgeable and innovative. We hope you will help us to take our school forward to become truly outstanding in every respect.

We look forward to receiving your application and thank you for the interest you have shown.



# HLTA (Intervention)

Penistone Grammar School, Huddersfield Road, Sheffield, S36 7BX  
01226 762 114 - [www.penistone-gs.uk](http://www.penistone-gs.uk) - @PenistoneGS

It takes a whole team to make our school a safe and happy place for our students to learn and we are looking to recruit proactive and innovative people to join our associate staff team.

Contract: **Permanent**  
Hours: **Full Time: 35 hours per week, 39 weeks term time.**  
Salary Range: **Grade 6 Points 18-23, (£29269 to £32076 per annum FTE)**  
Actual Salary: **£24092 - £26403 per annum**  
Start Date: **September 2024**

We are looking for an HLTA who shares our vision to inspire and support our young people to achieve more than they believe is possible. As a school, we pride ourselves on our consistently high standards, in terms of both learning and behaviour. We have a commitment to the success of all students, academically and pastorally and expect all our staff to share this commitment.

Working under the guidance of the Assistant Principal; Strategic Lead for Pupil Premium, the HLTA will directly support students within our in-school provision: The Bridge to overcome barriers to learning, with a major focus on our disadvantaged and SEND students, using small group and 1:1 work. This key role will play a significant part in our whole school improvement target of further improving the life chances of our SEND and Disadvantaged children and you will also be encouraged to bring your flair and enthusiasm to their learning as you plan and deliver your own suite of intervention activities.

Ideally you will be HTLA qualified (or willing to work towards this qualification) with experience at Key Stage 3 and 4 and confident in meeting a wide range of Special Educational Needs and Disabilities (SEND). However, this is far from essential as above all, we are looking for someone who has the drive, determination and ability to make a positive difference to each and every student in their care.

## About our school:

Our school culture is built around our 5 Core Values: Aim High, Be Brave, Be Determined, Be Proud and Be Supportive. We are also extremely proud of our Values Driven approach. We are a vibrant, oversubscribed 11 to 18 comprehensive school with excellent GCSE results across all subjects and are recognised as one of the highest performing schools in the region in terms of Key Stage 4 outcomes. Our A level results and destinations are equally impressive, with the school placed in the top 10% in the country for the last 3 years of validated outcomes, and over 98% of students gaining entrance to their preferred choice of university in 2023.

We are committed to professional development for all staff, regardless of role. We have an innovative staff development programme, which truly empowers teachers to take control of their own professional development through a supportive peer-coaching model. Regardless of what point you are at in your career and whatever your aspirations may be, Penistone Grammar School can support you to achieve them.

As a school, we pride ourselves on evidence informed practice, consistently high standards of teaching and learning, and a commitment to the success of all students, both academically and pastorally. If you share our vision, we want you to be part of our team.

## Who can I speak to for more information?

For an application form and pack please contact our Recruitment Partner, Adele Roberts at Hays Education on 01142721470 or email [adele.roberts@hays.com](mailto:adele.roberts@hays.com) Further information can be found on [www.hays.co.uk/jobs/penistone-grammar-school](http://www.hays.co.uk/jobs/penistone-grammar-school) or <https://penistone-gs.uk/current-vacancies>.

The closing date for receipt of completed application forms is **Monday 8 July 2024 at 10.00am.**



<b>Job Title</b>	Higher Level Teaching Assistant
<b>Responsible to</b>	Assistant Principal: Strategic Lead for Pupil Premium
<b>Responsible for</b>	Supporting students within the in school provision; The Bridge.
<b>Grade</b>	Grade 6
<b>Purpose of the Role</b>	Working under the operational guidance of the Assistant Principal, the HLTA will directly support students overcome barriers to learning, with a major focus on our disadvantaged and SEND students. This key role will play a significant part in our whole school improvement target of further improving the life chances of our SEND and Disadvantaged children.

*The following information is provided to assist staff joining the school to understand and appreciate the work, content of the post and role they are to play in the organisation. Whilst every effort 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 have been used which assume all the usual associated routines.*

## MAIN DUTIES

### Support for Students:

1. Use specialist skills, training and/or experience to support identified students both within the context of small group and 1:1 work.
2. Assist with the development and implementation of individual education plans and intervention strategies for individual students, specifically those who are disadvantaged or have special educational needs using Assess, Plan, Do, Review procedure.
3. Establish productive working relationships with students, acting as a role model and setting high expectations.
4. Promote the inclusion and acceptance of all students.
5. Support students consistently whilst recognising and responding to their individual needs.
6. Encourage students to interact and work co-operatively with others and engage all students in activities.
7. Promote independence and employ strategies to recognise and reward achievement of self-reliance.
8. Provide feedback to students in relation to progress and achievement.
9. Support students develop a love of reading and to improve their reading to at least their age expected level.
10. Design, plan and deliver appropriate and timely interventions to support the areas identified by the Vice Principal: Raising Achievement and Associate Senior Leader.
11. Apply fairly and consistently all policies that are applicable within the context of teaching and learning, for example, behaviour for learning and marking and assessment policies.

### Support within The Bridge (where appropriate):

1. Work with other colleagues to establish an appropriate learning environment.
2. Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
3. Provide objective and accurate feedback and reports as required, to the students (or Assistant Principal) on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
4. Be responsible for keeping and updating records as agreed with the Assistant Principal contributing to reviews of systems/records as requested.
5. Undertake marking of students' work and accurately record achievement/progress.



## MAIN DUTIES

6. Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
7. Liaise sensitively and effectively with parents and carers as agreed with the Assistant Principal within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed.
8. Provide general clerical and administration support, for example, administer coursework and produce worksheets and other learning resources for agreed activities.
9. Undertake whole class supervision as directed by the Assistant Principal.

### Support for the Curriculum:

1. Contribute to the development of Schemes of Learning and Curriculum Mapping for the key cohorts of students identified.
2. Plan and deliver small group or 1:1 sessions as directed by the Scheme of Learning and/or Curriculum Map.
3. Attend and contribute to Departmental Meetings where appropriate.
4. Determine the need for, prepare and maintain general and specialist equipment and resources.
5. Undertake stock-checks and replenishment of stock as necessary. This will include the inputting of orders onto the schools Financial Management System.
6. Support the Assistant Principal to manage budget(s) within the curriculum area.

## GENERAL INFORMATION

1. To carry out all responsibilities within the framework provided by our Core Values (Aim High; Be Determined; Be Brave; Be Supportive; Be Proud underpinned by honesty, integrity and respect).
2. To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
3. To promote actively the school's policies.
4. To actively promote and participate in personal professional development and the professional development of colleagues.
5. To participate within the school's process for appraisal and performance management.
6. To ensure compliance with the school's Health and Safety Policy and undertake risk assessments as necessary.
7. To ensure compliance with the school's procedures concerning safeguarding.

## OTHER POINTS OF NOTE

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified within this job description on a short-term basis.
- Employees are expected to maintain a standard of business dress conducive to their position as a professional and in setting an example to students. This may include the wearing of a uniform and/or personal protective equipment.

## REVIEW ARRANGEMENTS

The details within this job description were revised in **June 2024** and will be reviewed annually as part of the Appraisal process.

I confirm I have read and understood the details contained within this job description.  
I understand that by signing this document I agree to the terms and conditions detailed therein.

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_



<b>Job Title</b>	HLTA Intervention (Disadvantaged and SEND students)
<b>Responsible to</b>	Assistant Principal: Strategic Lead for Pupil Premium
<b>Responsible for</b>	Supporting students within the in school provision; The Bridge.
<b>Grade</b>	Grade 6
<b>Purpose of the Role</b>	Working under the guidance of the Assistant Principal, the HLTA will directly support students to overcome barriers to learning, with a major focus on our disadvantaged and SEND students.

SKILLS AND ABILITIES	Essential	Desirable
Ability to self-evaluate learning needs and actively seek learning opportunities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to relate well to children and adults	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to work constructively as part of a team	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to understand classroom roles and responsibilities and your own position within these	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to understand principles of child development and learning processes and in particular, barriers to learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to plan effective actions for students at risk of underachieving	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Good management and organisational skills; able to prioritise time and tasks in order to meet deadlines and provide a friendly and efficient service	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Good administrative skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Good ICT skills including use of Microsoft packages and SIMS	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Excellent interpersonal and communication skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to work independently, using own initiative	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to act upon instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to communicate at all levels, both written and verbal, with Senior Managers, staff and outside agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>

EXPERIENCE	Essential	Desirable
Recent relevant experience working delivering intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Relevant experience of supporting English/Literacy and Maths/Numeracy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Experience of working with children	<input checked="" type="checkbox"/>	<input type="checkbox"/>

EXPERIENCE	Essential	Desirable
Experience of working with children of secondary school age	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Experience of working in a learning environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Experience of working with students with special educational needs and disabilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Experience of supporting disadvantaged students	<input type="checkbox"/>	<input checked="" type="checkbox"/>
EDUCATION, QUALIFICATIONS AND TRAINING	Essential	Desirable
Minimum of 4 GCSEs (or equivalent) at grade C or above generally and specifically in English and Maths	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A HLTA qualification or willingness to work towards this	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A first aid qualification	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GENERAL AND SPECIAL KNOWLEDGE	Essential	Desirable
Effective use of ICT and other specialist equipment/resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Knowledge of the Pupil Premium and successful strategies for the spend of it	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Understanding of principles of child development and learning processes	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Awareness of current Health & Safety Legislation and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ADDITIONAL FACTORS	Essential	Desirable
Evidence of a direct positive impact upon the outcomes of groups of students (disadvantaged)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A commitment to the on-going development of Penistone Grammar School	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A willingness to share information and expertise	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Honesty and reliability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A commitment to providing the highest standards of customer service	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A flexible approach to accommodate the changing needs of the ALC	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Personally, well presented	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A positive attitude	<input checked="" type="checkbox"/>	<input type="checkbox"/>

