



HLTA & Learning Resource Lead



“A great school at the heart of the Tarleton community”



Dear Applicant,

Thank you for your interest in our vacancy at Tarleton Academy, part of the Endeavour Learning Trust.

If you feel you share our values, have the vision and drive for excellence and want to be part of a dedicated team, committed to ensuring that students fulfil their potential, then we would like to hear from you.

Our School

As a member of our school you will contribute to inspirational, challenging teaching and learning, outstanding pastoral care and a genuine belief that every child can succeed. Our overriding priority is to get to know each of our children for their own special uniqueness. Building and maintaining strong relationships with our staff is essential to this and we also take our role at the heart of the Tarleton community seriously. We are proud of our status as an above average school nationally, currently in the top 5% in Lancashire, and we will continue to provide the very best for each and every one of our children.

Our Values

- Truly Collaborative
 - We are a proud family of schools bonded by our Trust vision, priorities and values. We work as one team in school, across our Trust and with our wider partners for the benefit of everyone in our Trust, our families and the communities we serve
- People Centred
 - We foster authentic, positive relationships which are based on the foundations of respect, listening, kindness, support and constructive challenge. We are approachable, open and honest
- Inclusive
 - Equity of opportunity is central to our practice, and we will invest time, training and resources so that everyone is included and has the best chance to be their very best
- Unique
 - We are firmly committed to recognising, celebrating and investing in the individuality of all our children and young people, each staff member across the Trust and the distinct ethos and identity of each of our schools
- Aspirational
 - We believe in the promise of each individual across the Trust and will ensure we inspire, support and challenge in proportionate measure, so that we all thrive and are able to achieve our own individual best potential

Our family ethos is tangible; we work as a team; we want the best for everyone. But we are also staunch in our commitment to doing this in a way which protects the wellbeing of our staff and our students; our commitment to reducing workload is non-negotiable. We seek to thrive; individually, together, in our classrooms, staffrooms, schools and across the Trust.

We hope the enclosed information about the role will encourage you to apply,

Christine Adams,
Executive Primary Lead

HLTA & Learning Resource Lead
Grade 7 SCP 19-25
Part time, Permanent
Term time only plus inset

Do you want to make a real impact? Do you have a love of reading and an understanding that this can make a fundamental difference to the life chances of our children?

We are looking to appoint an experienced HLTA to plan and deliver interventions to Key Stage 3 and Key Stage 4 children, who have been identified as requiring additional support to make rapid progress in reading. The post will include working with the reading lead in school and developing reading for pleasure strategy with our amazing students.

We are looking for an individual with a passion for working with young people, who has a commitment to ensure that all children make the best possible progress in their academic, social and independent skills. Primary reading experience would be an advantage. The successful candidate will also nurture and develop our Learning Resource Centre (LRC). This our new school library, where students enjoy reading both during lesson time and lunch times.

Our core aim is to provide children with the skills, knowledge, attitudes and confidence which are necessary to enable them to make informed choices for themselves. The children experience a wide range of learning opportunities that are intended to develop them academically and personally.

For our staff, we are firmly committed to ensuring this is a job that can be enjoyed, where everyone can flourish, because we pay close attention to work/home balance. Across the Trust, we continue to develop strategies that take a common-sense approach to those aspects of the role that could become an unnecessary burden on workload - these include a proactive behaviour for learning approach which empowers teachers to focus on teaching, including centralised detentions and smart assessment, feedback & marking processes which minimise time spent on onerous tasks.

Our collaboration is central to our Trust and our Teachers learn together, sharing their practice and encouraging and supporting each other to get the best out of our working day. The successful candidate will have opportunities to work with colleagues across the Trust and Schools Alliance to support and develop the HLTA (Interventions tutor) with our family of schools.

This post is part time, permanent and term time only plus inset days.

To apply for this vacancy, please complete our application form and return to vacancies@endeavourlearning.org

Applications should be submitted by 9am on Friday 15th December 2023

Interviews are to be held week commencing 18th December 2023

If you require any further about this role please contact our Recruitment Manager, Mollie at m.fairhurst@endeavourlearning.org

Please ensure referees are easily contactable for a quick turnaround, with the correct phone number and email address and able to reply promptly if references are requested.

Please note that in line with Keeping Children Safe in Education, an online search will be carried out as part of our due diligence on shortlisted candidates.

In addition to the candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children. Any relevant issue which may arise from the references will be taken up at interview.

This post is subject to an enhanced DBS check

Endeavour Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

Job Description - HLTA & Learning Resource Lead

Job Title	HLTA & Learning Resource Lead
Grade	Grade 7 SCP 19-25
Salary	£29,777 to £33,945 per annum
Pro-Rata	£21,824.88 to £24,879.79 per annum
Location	Tarleton Academy, Hesketh Lane, Tarleton, PR4 6AQ
Hours Per Week	31.25 Hours per week. Monday to Friday 8.30am – 3.15pm
Weeks Per Year	Term time only plus inset days
Contract	Part time, Permanent

Endeavour Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Job Purpose

To work closely with the English department, to plan and deliver interventions to Key Stage 3 and Key Stage 4 children, who have been identified as requiring additional support to make rapid progress. To liaise with the SENCO and Key Stage Leaders for Progress and Interventions to ensure that children have positive outcomes to the interventions attended.

Key Responsibilities / Accountabilities

Support for Pupils

- To work collaboratively with the teachers, Reading Lead and Leader for Progress and Interventions in the planning, development, delivery and evaluation of the effectiveness of the curriculum for pupil(s) identified as requiring additional reading interventions
- To possess an enthusiasm for reading for pleasure, and as part of this supporting the library.
- To differentiate curriculum content according to the needs of pupil(s).
- To implement specific programmes with individual pupils or small groups appropriate to the developmental needs of individuals in reading.
- To carry out assessments at the start and end of any intervention to track progress.
- To assist in the devising of pupil's individual targets and their monitoring and review.
- To develop positive relationships with pupils and staff to assist pupil progress and attainment.
- To record work on a regular basis and to prepare reports as required regarding progress.
- To plan and implement reading for pleasure groups and clubs across the age range.
- To develop and promote the library as a hub for reading for pleasure and academia.

Support for the Teacher

- To monitor individual pupil's progress and to report on pupils needs, achievements and concerns.
- To provide ideas, materials and learning strategies for interventions
- To liaise with parents and outside agencies, where appropriate.
- Undertake review of pupils work and record achievement.
- Administer tests to show progress.

Support for the School

- To assist in providing a purposeful, orderly and supportive environment for learning.
- To support the promotion of positive relationships with parents and outside agencies.
- To work within school policies and procedures.
- To attend staff training/meetings as appropriate.
- To take care for their own and other people's health and safety.
- To liaise with the School's appropriate person with regard to the ordering supplies and equipment
- To be aware of the confidential nature of issues related to home/pupil/teacher/school work.
- Assist in the supervision, training and development of other members of staff.
- Support for the Curriculum
- To be familiar with the content of the school curriculum.
- To assist in the delivery of appropriate programmes of work.
- To support the use of ICT in learning activities.

NOTE: In addition, other duties at no higher level of responsibility may be interchanged with / added to this list as required.

Agreed by: Headteacher

Person Specification – HLTA & Learning Resource Lead

Personal Attributes required (on the basis of the job description)	Essential (E) or Desirable (D)	App Form	Interview
Qualifications			
NVQ Level 2 or equivalent qualification in English/Mathematics	E	<input checked="" type="checkbox"/>	
HLTA qualification (or evidence of working towards)	E	<input checked="" type="checkbox"/>	
Experience			
Experience of working with or caring for children of relevant age	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Experience of working in a relevant classroom/service environment	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Experience of Administrative work	D	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Experience of supporting pupils with challenging behaviour	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Experience of delivering reading intervention programmes	D	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Experience of delivering NTP programmes	D	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Experience of resources preparation to support learning programmes	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use of ICT as a support to learning	E		<input checked="" type="checkbox"/>
Understanding of statutory frameworks relating to teaching and learning	E		<input checked="" type="checkbox"/>
Understanding of the current popular young fiction available and to conduct continuous research into this, to ensure students thirst for reading is addressed	D	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Knowledge, Skills & Abilities			
Ability to build effective working relationships with all pupils	E		<input checked="" type="checkbox"/>
Ability to work as part of a team	E		<input checked="" type="checkbox"/>
Good communication skills	E		<input checked="" type="checkbox"/>
Ability to relate well to parents/carers	E		<input checked="" type="checkbox"/>
Ability to supervise and assist pupils	E		<input checked="" type="checkbox"/>
Time management skills	E		<input checked="" type="checkbox"/>
Organisational skills	E		<input checked="" type="checkbox"/>
Knowledge of classroom roles and responsibilities	E		<input checked="" type="checkbox"/>
Knowledge of the concept of confidentiality	E		<input checked="" type="checkbox"/>
Ability to adapt own approach in accordance with pupil needs	E		<input checked="" type="checkbox"/>
Administrative skills	E		<input checked="" type="checkbox"/>
Knowledge of National Curriculum	E		<input checked="" type="checkbox"/>
Knowledge of English and Maths strategies	E		<input checked="" type="checkbox"/>
Ability to assess and report on the progress of children	E		<input checked="" type="checkbox"/>
Ability to make effective use of ICT	E		<input checked="" type="checkbox"/>
Ability to assess children's development	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ability to plan and deliver work programmes	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Personal Attributes			

To have high expectations of all pupils, respect for their social, cultural, linguistic, religious and ethnic backgrounds; commitment to raising educational achievements.	E		<input checked="" type="checkbox"/>
Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work	E		<input checked="" type="checkbox"/>
Able to improve their own practise through evaluation and discussion with colleagues.	E		<input checked="" type="checkbox"/>
Flexible attitude to work	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other			
Commitment to safeguarding and protecting the welfare of children and young people	E		<input checked="" type="checkbox"/>
Commitment to equality and diversity	E		<input checked="" type="checkbox"/>
Commitment to health and safety	E		<input checked="" type="checkbox"/>
Commitment to attendance at work	E		<input checked="" type="checkbox"/>
Commitment to undertake in-service development	E		<input checked="" type="checkbox"/>
Commitment to gain clearance through the Disclosure and Barring Service – (clearance is required before confirmation of employment)	E		<input checked="" type="checkbox"/>