



Higher Level Teaching Assistant – Level 4

Applicant Pack

SILVERDALE
SIXTH FORM



Eckington School



Bradwell Junior School



Stocksbridge Junior School



Chorus
Education Trust

Outstanding Achievement for All

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The vacancy

Post advert

Deadline for applications:	11.59pm on 1 June 2025
Interviews to be held:	Week beginning 9 June 2025
To start:	September 2025

We are seeking to appoint a passionate and experienced Higher Level Teaching Assistant to deliver and coordinate primary education provision.

The successful candidate will require detailed understanding of the ways in which children learn to read, including expertise in phonics, spelling and comprehension strategies. Alongside this, a love of reading, an understanding of the primary curriculum, excellent interpersonal skills and an appreciation of different cultures are essential characteristics of the successful candidate.

Recent experience of planning and delivering primary interventions is also essential.

Role summary

Post title:	Higher Level Teaching Assistant
Profile:	LD3
Grade:	5
Grade spinal point range:	SCP 15 to 20
Salary:	£29,093 - £31,586 (pro rata £22,657 - £24,599)
Accountable SLT post:	Headteacher
Line manager (if different):	n/a
Staff to be supervised or line managed by post holder:	n/a
Post holder will work with:	SLT Lead, SENCO, Other teaching and support staff
Holiday and sickness relief:	By and for other education support staff
Purpose of post:	Working within an agreed framework of supervision to complement the professional work of teachers by taking responsibility for agreed learning activities, including planning, preparation and delivery. These activities can be for individuals/groups or whole classes including monitoring and assessment, recording and reporting on pupil achievement, progress and development.
Version revised:	September 2022

Contract:	Permanent	33.5hours/39 weeks
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Job description

The post holder must at all times carry out their responsibilities within the spirit of the school and trust policies and within the framework of legislation relating to academies and education, with particular regard to the statutory responsibilities of the trust and the governing body of the school.

The specific duties and responsibilities include but are not limited to:

Specific duties and responsibilities

To be responsible for providing pupil support for the students within and outside the classroom in order to raise attainment for vulnerable students to the standards required by the school/Trust and appropriate external bodies.

1.1 Support for the pupils:

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

1.2 Support for the teacher:

- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on pupil 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 pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests.

- Production of lesson plans, worksheet, plans etc.

1.3 Support for the curriculum

- Deliver learning activities to pupils adjusting activities according to pupil responses/needs.
- Deliver local and national learning strategies e.g. literacy, numeracy, and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

Support for the trust/school

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Work in a flexible way to respond to the needs of the trust and to fulfil other duties and responsibilities appropriate to the grade and role as and when required.
- Be aware of and support difference and ensure equal opportunities for all.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Contribute to the overall ethos/work/aims of the trust/schools.
- Participate in relevant training, other learning activities and performance management as required.
- Team responsibilities: all staff are considered part of the overall trust team and may be required to provide assistance to colleagues in other areas from time to time commensurate with the role, skillset and grade.
- From time to time, to meet the needs of the trust, you may be asked but not expected to work hours additional to your normal working hours. The trust will give you as much notice as possible and you will be paid/recompensed for such work. Situations where this might be required are, for example: relevant key school events such as open evenings, exam results days, trips, clubs, training etc.

Changes to these duties

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher/Principal.

The job description and allocation of particular responsibilities will be kept under review and may be amended via consultation with individuals, the governing body or board of trustees and/or senior leadership team as required. Trade union representation will be welcomed in any such discussions.

Person Specification

Job Title: Higher Level Teaching Assistant – Level 4

REQUIREMENTS	Essential	Desirable	Assessment method A = application I = interview R = reference
Knowledge, experience and skills			
Full working knowledge of relevant policies/codes of practice/legislation	✓		A
Working knowledge and experience of implementing national foundation stage and primary curriculum and other relevant learning programmes/strategies	✓		A / I
Good understanding of child development and learning processes, including phonics	✓		A / I
Understanding of statutory frameworks relating to teaching	✓		I
Works constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	✓		I
Sound speaking and listening skills to extend language in discussion	✓		I
Able to plan, implement and evaluate learning activities	✓		A / I
Undertakes pupil assessment	✓		A / I
Has an awareness of pupils with special educational needs	✓		A / I
Experience of completing and maintaining pupils records	✓		A / I
Qualifications			
Good level of literacy and numeracy eg GCSE Maths and English at grade 4 or above.	✓		A
Meet Higher Level Teaching Assistant standards or equivalent qualifications	✓		A
Specialist skills/training in curriculum or learning area e.g. bilingual, sign language, ICT	✓		A / I

Other skills			
Ability to organise, lead and motivate a team		✓	I
Constantly improves own practice/knowledge through self-evaluation and learning from others	✓		A / I
Uses ICT effectively to support learning	✓		A / I
Ability to assist the school in forming a partnership with parents		✓	A / I
Practical and organisational skills to prepare and manage educational resources	✓		A / I
Maintains personal presentation that sets high standards for the pupils	✓		I
Interpersonal skills			
Constantly improve own practice/knowledge through self-evaluation and learning from others	✓		A / I
Ability to relate well to children and adults	✓		A / I
Has a caring positive attitude towards pupils welfare	✓		A / I
Maintains and develops trust and confidentiality where appropriate	✓		A / I
Maintains standards set by the organisation.	✓		I
Takes responsibility for own actions.	✓		I
Ability to work alone unsupervised and manage own workload.	✓		A / I
Child protection			
A commitment to the responsibility of safeguarding and promoting the welfare of young people.	✓		I

Hady Primary School

Hady Primary School is a primary school and nursery, situated in the East of Chesterfield, Derbyshire. It welcomes 350 pupils through its doors, from Nursery to Year 6.

Hady Primary aims to provide a nurturing environment, inspiring experience, and firm foundation for growth for the pupils, who are willing to learn, well-behaved and enthusiastic. It does so from an elevated location overlooking Chesterfield, which offers access to outdoor learning areas.

The school strives for excellence, welcomes challenges and delivers consistently strong results and Ofsted judged it to be 'Good' at its most recent (ungraded) inspection in April 2024, with evidence that "the inspection grade might be outstanding if a graded inspection were carried out".



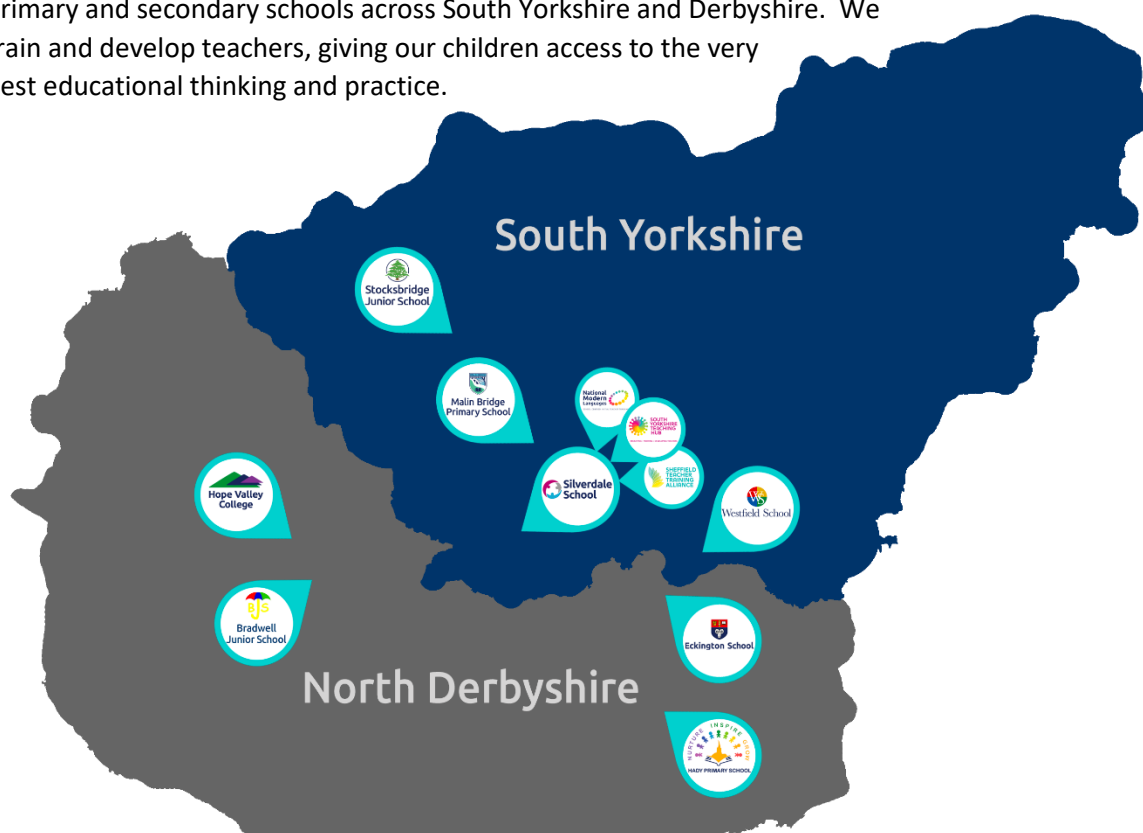
In addition to trust-wide benefits for all staff, those at Hady Primary School also have access to:

- Supportive and friendly staff and leadership team.
- Free staff parking.

You can view the school website at: www.hadyprimaryschool.co.uk.

Chorus Education Trust

Chorus Trust is a growing trust, committed to providing every child with the best education in both primary and secondary schools across South Yorkshire and Derbyshire. We train and develop teachers, giving our children access to the very best educational thinking and practice.



Our vision is 'Outstanding Achievement for All'. We want to create a culture of success in which our children and young people can succeed. We do this through the provision of safe and supportive schools, collaborating to ensure our children benefit from a more effective spend of public money.

As part of the Chorus Trust Team, all staff have access to:

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|---|---|
|  <p>An ethos of being a force for good; of being part of a team that enables 'outstanding achievement for all'.</p> |  <p>Leading edge training and development through the South Yorkshire Teaching Hub.</p> |
|  <p>A collaborative environment encouraging knowledge sharing and support.</p> |  <p>Discounted health schemes through Westfield Health and Westfield Rewards Schemes.</p> |
|  <p>Competitive pension schemes: Teacher's Pension Scheme (teaching staff) and local government pension scheme (support staff).</p> |  <p>Term-time only contract postholders have the freedom of having school holidays off.</p> |
|  <p>Career progression opportunities within a growing, local trust.</p> |  <p>Support for flexible working arrangements.</p> |

You can read more about Chorus Trust at www.chorustrust.org.

To apply

- Full application pack and application forms available from:
www.chorustrust.org/vacancies
- Completed application forms are to be sent to: Alice Pearson (HR Officer)
at: recruitment@chorustrust.org
- Please note that CVs and council application forms will not be accepted.
- Deadline for applications: 11.59pm on 1 June 2025.
- Interviews to be held: week beginning 9 June 2025

Disability confident

Chorus Trust is part of the disability confident scheme. We guarantee to interview all disabled applicants who meet the minimum criteria for the vacancy.



Safeguarding

At Chorus Trust we are committed to the safeguarding of all our pupils, please visit our website to access our safeguarding and child protection policy at www.chorustrust.org/policies.

The trust will conduct an online search of the successful candidate in line with the DfE's keeping children safe in education advice.

The successful candidate will be required to complete a Disclosure and Barring Service (DBS) check in line with the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and the Police Act Regulations.