

Higher Level Teaching Assistant – Temporary

Applicant Pack

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Chorus
Education Trust

Outstanding Achievement for All

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The vacancy

Post advert

Deadline for applications:	11:59pm on 16 July 2025
Interviews to be held:	23 July 2025
To start:	01 September 2025

Hope Valley Pathways is a specialist post-16 provision for young people with SEND, preparing them for life and work. It is set in the beautiful Peak District countryside and has its own building situated on the same site as Hope Valley College and currently has 23 students.

We are seeking an inspiring and passionate HLTA to support our young people with engaging with their education and making the most of the experiences offered to them during their time with us.

The role will involve working closely with the Head of Hope Valley Pathways and other teaching staff and the day-to-day coordination of the team of learning mentors. The successful candidate will require a nurturing and inclusive attitude and have the ability to develop and maintain effective working relationships with students and parents.

The post is a temporary role for two academic years, starting on the 01 September 2025 and ending on the 31 August 2027.

Role summary

Post title:	Higher Level Teaching Assistant Level 4
Profile:	LD3
Grade:	Grade 5
Grade spinal point range:	SCP 15 to 20
Salary:	£29,093 - £31,586 (pro rata £25,023 - £27,167)
Accountable SLT post:	Deputy Headteacher with responsibility for SEND
Line manager (if different):	Head of Hope Valley Pathways
Staff to be supervised or line managed by post holder:	Learning Mentors
Post holder will work with:	SLT Lead for SEND, SENCO, TLR holder and 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:

Temporary to 31 August 2027

37 hours/39 weeks

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:

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.

Specific duties and responsibilities

Support for Students:

- 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, this includes the review of individual Education Health Care Plans and 'Plan, Assess Do' for any additional funding, in conjunction with the SENCO/SLT Member

Support for the Teacher:

- Organise and manage appropriate learning environment and resources on a day-to-day basis within an agreed system of supervision, plan and deliver 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, attendance, 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.
- To coordinate and manage the team you are responsible for ensuring effective deployment
- Work closely with appropriate senior leader(s) to identify and resolve attendance problems for those children with SEND.

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.
- Ensure effective transition and communication between bespoke provision and mainstream class provision
- Support with engagement outside of the provision to help embed learning where appropriate to the provision.

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.

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			
Working knowledge of national/Key Stage curriculum and other relevant learning programmes/strategies	✓		A/I
Understanding of principles of child development and learning processes	✓		A/I
Ability to self-evaluate learning needs and actively seek learning opportunities	✓		A/I
Ability to relate well to children and adults	✓		A/I
Can plan, implement, and evaluate learning activities	✓		I
The ability to manage the behaviour of pupils in an effective manner	✓		I
Has a caring positive attitude towards pupils' welfare	✓		A/I
Can use ICT effectively to support learning	✓		A/I
Can complete and maintain pupils' records	✓		A/I
Experience of preparing documentation related to Educational Health Care Plans and of the cycle of 'Assess, Plan, Do'		✓	A/I
An understanding of the statutory requirements surrounding those children with SEND and the SEND Code of Practice		✓	A/I
Experience of working in a supervisory role, including line management experience.		✓	A/I
Experience of an education, training, or similar environment.		✓	A
Experience of working with stakeholders external to school		✓	A/I
Qualifications			

Good level of literacy and numeracy - GCSE Maths and English at grade 4 (C) or above	✓		A
Higher Level Teaching Assistant Qualification or equivalent qualification of experience	✓		A
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.		✓	A
Evidence of regular, relevant and recent personal development.	✓		A
Other skills			
Work effectively as part of a team recognising own role as a team member.	✓		A / I
Communicate effectively with people at all levels e.g., school staff, students, governors, and external contacts/ suppliers.	✓		I
Able to maintain a positive focus, accepting constructive criticism positively and learning from it.	✓		A / I
Demonstrate an enthusiastic and positive approach regarding change, having a definite 'can do' mentality.	✓		I
Ability to learn from experiences.	✓		I
Ability to carry out instructions accurately and effectively as directed by line manager.	✓		I
Demonstrate customer care.	✓		A
Ability to work alongside young people (not necessarily in school environment).	✓		A / I
Interpersonal skills			
Accuracy when receiving information (verbally and written) and communicate information effectively and accurately.	✓		I
Ability to maintain confidentiality	✓		A
Able to make a positive contribution to the team.	✓		A
Able to reflect on performance and further develop own knowledge and skills to improve performance.	✓		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.	✓		A / I

Hope Valley College

Hope Valley College is an 11-16 comprehensive school set in a beautiful location in the village of Hope in the heart of the Peak District. The school was originally modelled on the lines of the successful village colleges originated by Henry Morris to provide community education. Hope Valley College now welcomes 550 students from a wide area including Derbyshire, Sheffield and Greater Manchester. On our site, housed in a purpose-built facility, we also run a post-16 SEND provision; Hope Valley Pathways prepares young adults with SEND for life and work and has up to 20 young people on roll.

At Hope Valley College, we offer an ambitious curriculum that is supported by a wide range of enrichment activities. We have high expectations of our students, who achieve well and who are encouraged to embrace the opportunities that our beautiful location offers.



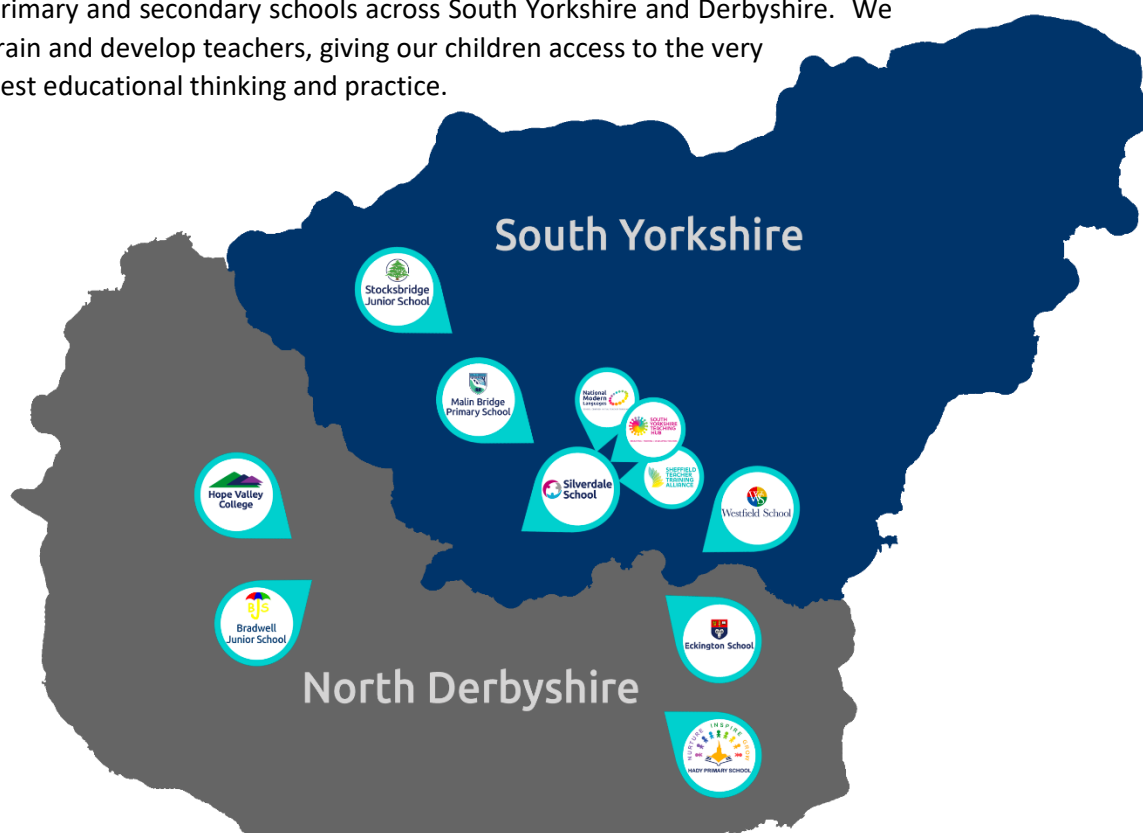
In addition to trust-wide benefits for all staff, those at Hope Valley College also have access to:

- Supportive and friendly staff and leadership team.
- Free staff parking.
- Opportunity to be part of the varied extracurricular offering, including Duke of Edinburgh's Award programme, and many outdoor adventure activities.
- Internationally renowned rural landscape on the doorstep.

You can view the school website at: www.hopevalley.chorustrust.org.

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:



An ethos of being a **force for good**; of being part of a team that enables 'outstanding achievement for all'.



Leading edge **training and development** through the South Yorkshire Teaching Hub.



A **collaborative environment** encouraging knowledge sharing and support.



Discounted **health schemes** through Westfield Health and Westfield Rewards Schemes.



Competitive **pension schemes**: Teacher's Pension Scheme (teaching staff) and local government pension scheme (support staff).



Term-time only contract postholders have the freedom of having **school holidays** off.



Career progression opportunities within a growing, local trust.



Support for **flexible working** arrangements.

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: Sophie Marston (HR Administrator)
at: recruitment@hopevalley.chorustrust.org
- Please note that CVs and council application forms will not be accepted.
- Deadline for applications: 11:59pm on 16 July 2025.
- Interviews to be held: 23 July 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.