

The Growth Learning Collective

Federation HLTA Inclusion

Newington Green Primary School

Welcome and information about Newington Green Primary School, The Growth Learning Collective

Dear Applicant,

We are delighted that you are interested in joining the team here at The Growth Learning Collective.

This pack provides some more detailed information and will hopefully give you a good insight into the school's ethos. We are schools working in partnership with each other to deliver the very best education possible for our children.

At Newington Green we need staff who will thrive on a challenge, enjoy working as a team and who will not be scared of trying new ways of doing things. **To be successful here you will need to be passionate about improving the life chances of pupils and their families. For our children, an excellent education will make a defining difference in their lives- and it essential that we recruit staff who share our commitment.**

We are a 'outstanding' school but always striving for improvement. You will find a friendly and supportive staff, who are committed to being the best they can be and having fun as a staff team along the way!

You can expect from us a school committed to your professional learning, doing things better, a supportive team, and opportunities for your professional growth across our Federation of schools.

We are happy to host visits for candidates and to share school key documents which will help give you a sense of the strengths and areas for development in the school. If you would relish being a part of driving and supporting improvement as a HLTA - please come and visit us to find out more!

We are happy to talk to any candidates or show you around - please reach out via the school office.

Yours sincerely,

Paul Thomas, Executive Headteacher

Mairead McDonnell, Head of School



The Growth Learning Collective

Introduction

The Growth Learning Collective is the federation of Newington Green Primary School and Rotherfield Primary School, two thriving community schools in Islington. After five years of close collaboration, the governing boards of both schools voted unanimously to federate in July 2022, creating a unified leadership and governance structure that strengthens educational outcomes and community engagement.

Our federation is built on a shared belief: by working together, we can achieve more than we ever could alone. This partnership allows us to share expertise, pool resources, and deliver a rich, inclusive curriculum tailored to the needs of our diverse learners.

Executive Headteacher Paul Thomas explains:

"We are passionate about improving the life chances of all pupils, giving them the best opportunities to be ambitious. The Growth Learning Collective is a place where children flourish, the community feel a sense of pride and belonging, and where staff thrive."

Federation Benefits

The Growth Learning Collective offers a range of benefits for pupils, staff, and the wider community:

Shared Expertise: Staff across both schools collaborate to share best practices, specialist knowledge, and innovative teaching strategies.

Professional Development: Teachers and support staff benefit from joint training opportunities, mentoring, and career progression pathways.

Curriculum Enrichment: Pupils enjoy a broader range of learning experiences, including joint projects, trips, and enrichment activities.

Leadership Strength: A unified leadership team ensures consistent standards, strategic planning, and a clear vision across both schools.

Resource Efficiency: Shared resources and services allow for more effective use of funding, facilities, and support systems.

Community Impact: The federation strengthens ties with families and local organisations, creating a more connected and supportive community.

Our Federation

Each school retains its unique identity while benefiting from shared leadership, professional development, and strategic planning. The federation is led by an Executive Headteacher and a Federated Governing Board, which oversees both schools.

Our core aims:

Deliver a **rich and well-balanced curriculum** with enriching experiences.

Ensure **high outcomes for all pupils**, regardless of background.

Meet children's **individual needs through a nurturing ethos**.

Maintain a **safe, inclusive, and happy learning environment**.

Recent achievements include:

Newington Green Primary School rated *Outstanding* across all categories by Ofsted July 2024.

Rotherfield Primary School 2024-2025 recognised as one of Islington's *most improved schools*, with a 22% increase in Year 6 performance.

Together, we are committed to continuous improvement, professional growth, and creating opportunities that empower every child to thrive.



Newington Green Primary School

<https://www.newingtongreen.co.uk/>

Newington Green is a vibrant, two form entry school, with Nursery and two-year-old provision, serving a diverse community in Islington. The majority of pupils are of minority ethnic origin with Turkish, Somalian and Bengali being the largest ethnic groups in the school. The school has approximately 40% free school meals entitlement and over 25 languages spoken as first languages in the homes of its pupils.

We were graded outstanding in our last Ofsted inspection (July 2024) in all areas.

The school had a multimillion-pound refurbishment to the main, and 2 subsidiary buildings. The quality of the learning and working environment is now exceptional. Classrooms have bespoke storage, we have a cookery suite, performance hall, gym hall, dining hall, art studio, Spanish Studio, Music Studio, Parent hub, conference suite and group rooms for each year group. All our playgrounds have also been redeveloped, and the quality of the spaces is fantastic for learning and playing.

We have a large kitchen onsite, with an additional room that has cooking facilities for staff and children. We have growing beds for vegetables and want to further develop our food provision.

On our website you will find many of our school policies. In particular the Learning Policy, Behaviour Policy and Marking and Feedback Policy will help give you an idea of how we work and our expectations here.

In 2016 we began a partnership with Rotherfield Primary School. In this partnership we share staff and resources with the aim of securing the best provision for our pupils. We have the following shared staff across both schools: Home School Worker, Premises Manager, Clubs Manager, Art Specialist, Spanish Specialist, Business Manager, Executive Head, Head Chef and a Computing Specialist.

We run wrap around care from 7.30am to 6.30pm and have a range of enrichment clubs for pupils to attend.

We work closely in partnership with 24 other Islington Schools through a collaborative network called Futurezone. We love working together to improve things for our children!

The very best way to find out if Newington Green is right for you is to come and visit us! This will give you a real sense of what it would be like to work here.

Our Executive Headteacher or Head of School will always be delighted to show candidates around and talk informally about posts available.



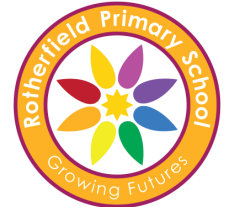
Why do staff work here?

Janet- Both Newington Green and Rotherfield staff member

As part of the Subject Specialist Team, I teach Spanish from Reception to Year 6 across the partnership. Teaching every child in two schools every week requires a lot of energy and meticulous organisation, but I love the variety this mode offers, delivering my subject across the age range, adapting language and activities to each cognitive stage.

As a subject specialist, I'm expected to design and deliver a creative curriculum which complements and enriches that of each main school. I'm supported in this by research-led teaching and learning CPD and we're encouraged to challenge our thinking and practice. The buildings and outside spaces in each school have very distinct architectural styles but both have been modernised to create great spaces in which to teach and learn.

When I started the role, I was struck by the children's growth mindset. I love working with such enthusiastic learners. They amaze me every day!



Newington Green – HLTA Inclusion

The role of HLTA will have a major impact on the children's lives through supporting high-quality learning. **We are looking for someone who:**

- Holds HLTA status (Level 4 or equivalent qualification) or substantial experience working at a HLTA level.
- Has experience leading whole class and small group sessions and be confident delivering interventions.
- Has strong behaviour management skills- so that they can work independently across age groups.
- Has relevant knowledge of working in a trauma informed setting or, if not, are willing to undertake training or professional reading in this area.
- Has high levels of resilience and experience working with children with ASD, SEMH and/or behavioural difficulties.
- Has a strong understanding of child development within EYFS and KS1.
- Has a good knowledge of strategies such as sensory regulation, communication systems and positive behaviour support.
- Has experience of leading and providing training to support staff team.
- Has a commitment to inclusive education and achieving positive outcomes for every pupil.

Salary: Grade SO1 (£40,404 – 41,637). Depending on experience. Inner London

This advert will close at midday on Monday 6th July 2026. Candidates who wish to visit, we can host visits before and after shortlisting. Please contact Mairead, via the school office.

Interviews will be on the **13th July 2026** here at the school.

Our community is rich in culture, heritage and diversity, and we want our team to reflect that. We encourage applications from candidates of all backgrounds, identities and experiences. If you share our values and want to make a positive impact, we would love to hear from you.

The Growth Learning Collective is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment. Our recruitment process follows the KCSIE guidance. Offers of employment are subject to enhanced DBS, online checks, satisfactory references, suitability to work with children and other safeguarding clearances. You must tell us about any unspent conviction, cautions, reprimands or warnings under the Rehabilitation of Offenders Act 1974 (exceptions) Order 1975.

HLTA Inclusion Job description

Purpose of the Post

To work alongside the SENDCo and Senior Leadership Team to lead and strengthen inclusive practice across the school, ensuring that pupils with SEND – particularly those with autism and complex needs – are able to access high-quality, personalised provision and are meaningfully included in all aspects of school life.

We are seeking a dedicated and enthusiastic HLTA to take a key role in supporting the school to set up and take the lead in our internal SEND provision for pupils with complex needs. You will work closely with the SENDCO, school staff, parents and external professionals to ensure that pupils receive high-quality, personalised support that enables them to make strong academic, social and emotional progress.

The role will also include leading targeted interventions, supporting staff to deliver effective adaptive teaching, and contributing to the development of resources, systems and practice that improve outcomes for pupils with additional needs.

Duties and responsibilities

Inclusion

- Work closely with the SENDCos and Senior Leadership Team to support the implementation and ongoing development of inclusive practice across the school.
- Support the SENDCos in ensuring that provision for pupils with SEND – particularly those with autism and complex needs – is well planned, consistent, and effective.
- Lead and deliver targeted interventions and small group provision, ensuring these are purposeful, well-structured, and responsive to pupil needs.
- Contribute to the development of the school's inclusion offer and support the day-to-day organisation of provision groups where appropriate.
- To work with the SENDCO to set up and lead an internal specialist provision,
- Support pupils to access learning and be meaningfully included in all aspects of school life, adapting provision, routines and environments where required.
- Model high-quality inclusive practice and support, coach and develop other members of the support staff team.

Teaching and Learning

- Plan and deliver high-quality learning for individuals, small groups and, where appropriate, whole classes within an agreed framework.
- Work with the SENDCO to plan and deliver high quality sessions in our internal specialist classroom.
- Deliver planned cover teaching sessions across the school, maintaining high expectations for behaviour, learning and inclusion.
- Lead and teach small groups of SEND pupils to enable them to flourish from their starting point
- Adapt teaching approaches and learning activities to meet the needs of pupils with SEND, particularly those with autism and complex needs.
- Use structured and supportive approaches to develop pupils' communication, engagement and independence.
- Work closely with class teachers and the SENDCos to ensure learning is aligned with curriculum expectations, EHCP outcomes and individual targets.
- Promote pupils' independence, self-regulation and positive learning behaviours through consistent routines and expectations.
- Create and maintain a safe, structured and engaging learning environment that supports access for all pupils.

HLTA Inclusion Job description cont.

Monitoring and Assessment

- Work with teachers and the SENDCos to assess, monitor and evaluate pupils' progress, particularly for those with SEND and complex needs.
- Contribute to the planning and review of EHCP provision, support plans and individual targets. Use assessment information to adapt provision, ensuring it is responsive to pupils' needs and leads to measurable progress.
- Maintain accurate, up-to-date records of interventions, provision and pupil outcomes. Provide clear and timely feedback to teachers, SENDCos and pupils on progress, engagement and next steps.
- Contribute to meetings with parents/carers and other professionals, sharing information about pupil progress and provision.

Mentoring, Supervision and Development

- Support the SLT in leading and developing the practice of teaching assistants across the school.
- Provide guidance, coaching and modelling to support staff delivering interventions and inclusive practice.
- Lead a small team of teaching assistants where appropriate, supporting the organisation of provision and ensuring consistency of practice.
- Contribute to the induction, training and ongoing development of support staff.
- Model high-quality inclusive and classroom practice, promoting high expectations for behaviour, learning and pupil engagement.
- Work collaboratively with teachers, leaders and external professionals to ensure provision is well-coordinated and effective.

Behavioural and Pastoral

- Support pupils' social, emotional and behavioural development using consistent, relational and trauma-informed approaches.
- Promote positive behaviour and emotional regulation, supporting pupils to develop strategies to understand and manage their responses.
- Adapt environments, routines and expectations to meet the needs of pupils with SEND, particularly those with autism and complex needs.
- Provide high-quality pastoral support, helping pupils to feel safe, supported and ready to learn.
- Support pupils during less structured times, including playtimes, by encouraging positive play, social interaction and engagement in a range of activities.
- Work collaboratively with teachers, SENDCos and external professionals to ensure a consistent and effective approach to behaviour and wellbeing.
- Ensure all safeguarding procedures are followed, reporting concerns promptly in line with school policy.
- Build positive, professional relationships with parents/carers, supporting effective communication and partnership working.

Other

- Contribute to the wider life and ethos of the school, supporting inclusion in all aspects of school life.
- Attend and engage with relevant meetings, training and professional development opportunities.
- Participate in the school's appraisal procedures to reflect on and improve your practice.
- Work in line with all school policies, including safeguarding, behaviour, health and safety, and equalities.
- Maintain high standards of professionalism, confidentiality and communication at all times.
- Undertake any other duties appropriate to the role as directed by the Senior Leadership Team.

HLTA Inclusion Person Specification

Education and Experience
<ul style="list-style-type: none">• Meet HLTA standard (Level 4) or equivalent qualification or experience• Demonstrates levels of numeracy and literacy equivalent to GCSE (A – c)) or NVQ Level 2• Attends induction training as appropriate and training relevant to the post, e.g. child protection & safeguarding, behaviour management• A minimum of 2 years' experience of working within an education setting• Evidence of specialism in particular curriculum area or areas of learning difficulty, e.g. Autism or Speech and language
Knowledge & Understanding
<ul style="list-style-type: none">• Knowledge of the requirements of the National Curriculum and/or the Early Years Foundation stage• Knowledge of behaviour management techniques including emotional regulation• Understanding of first aid procedures
Skills
<ul style="list-style-type: none">• Effective oral and written communication skills• Effective interpersonal skills both in working relationships with children and in forming effective professional relationships with a wide range of contacts• Good organisational and time management skills• Sound IT skills to support learning and maintain electronic information systems

Abilities
<ul style="list-style-type: none">• Ability to form and maintain appropriate professional relationships and boundaries with children and young people• Ability to organise, lead and motivate a team• Ability to performance manage a team• Ability and willingness to work constructively as part of a team• Ability to supervise pupils effectively both in and out of school in line with the school's behaviour policy• Ability to organise classroom activities, including setting up resources, implementing strategies for teaching and learning and delivering engaging sessions• Ability to deal with sensitive information in a confident manner• Ability to provide a good role model to young children• Ability to work in partnership with parents and teachers• Ability to use own initiative and work flexibly
Other
<ul style="list-style-type: none">• Willingness to attend school training sessions as directed• Empathy with children facing barriers to their learning• A commitment to helping children achieve, through education and learning• An understanding of and a genuine commitment to Equal Opportunities

How to apply

Application Deadline

This advert will close Midday on Monday 6th July 2026. For candidates who wish to visit, we can host visits before and after shortlisting. Please contact Mairead or Helen, via the school office. A visit is highly encouraged

Interviews on **Monday 13th July 2026.**

To apply:

Please apply online at [Islington Council](#) jobs.

Our community is rich in culture, heritage and diversity, and we want our team to reflect that. We encourage applications from candidates of all backgrounds, identities and experiences. If you share our values and want to make a positive impact, we would love to hear from you.

Completing your application

Please read the job description and person specification carefully. You should demonstrate on your application how you meet the requirements of the post according to your qualifications, skills, abilities and experiences. Please ensure to address each criteria of the person specification as this will be used to assess your suitability for the post.

Guidance notes on how to apply for a job within schools and the policy on the recruitment employment of ex-offenders are available as attachment within the online job listing. Please refer to those before submitting your application.

Shortlisting and selection procedure

The shortlisting and selection will be made by a panel of senior leaders. Shortlisted candidates will be notified immediately after shortlisting has taken place and will be provided with further information on the selection process.

Please would all applicants ensure that their preferred means of urgent contact (phone, mobile phone or e-mail) are clearly identifiable from the application form, so that your confidentiality is maintained.

References

Candidates are advised that references will be taken up during the shortlisting process.

Candidates are asked to ensure that their referees are warned of the need to respond within the timescale set. In all cases at least two professional references are required.

The post will be offered subject to satisfactory completion of pre-employment checks.

Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection.



- **Address:** Auriga Mews, London, N1 4ND
- **Tel:** 020 7254 3092
- **Email:** admin@newingtongreen.co.uk
- **Web:** [Home | Newington Green Primary School](#)
- **Executive Headteacher:** Paul Thomas
- **Head of School:** Mairead McDonnell

